



**2023 - 2025 CATALOG**

## CORRESPONDENCE AND DIRECTORY

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

**Paine College**  
**1235 Fifteenth Street**  
**Augusta, GA 30901-3182**

Directory Information..... (706) 821-8200	Housing/Residence Life ..... 821-8634
Academic Affairs.....396-8102	Institutional Advancement ..... 821-8323
Admissions .....821-8320	Institutional Research, Assessment, and Evaluation..... 396-8111
Alumni Relations.....821-8322	Library/Learning Resources Center..... 821-8308/8367
Athletic Department.....821-8428	Information Technology Services ..... 396-7612/7600
Distance Education.....396-7596	Office of the President..... 821-8339
Bookstore/Lion Shop.. (email: <a href="mailto:ugresham@paine.edu">ugresham@paine.edu</a> ) 821-8231	Post Office..... 396-8146
Business Office.....821-8442	Pre-Professional Sciences Program..... 821-8335
Campus Pastor.....821-8295	Public Relations ..... 821-8323
Campus Safety.....821-8235	Registrar..... 396-8103/821-8301
Career Services.....821-8307	Sponsored Programs and Title III..... 396-8118
CAPS/Evening College/Working Adults.....396-7596	Student Activities ..... 821-8282
Counseling Center.....821-8390	Student Affairs ..... 821-8302
Department of Business.....821-8332	Student Government Association..... 396-8150
Department of Humanities.....821-8326	Student Support Services..... 821-8234
Department of Media Studies .....396-8132	Summer School.....396-8102; 821-8301/8103
Department of Mathematics, Sciences and Technology 821-8287	Trio/Upward Bound.....821-8279
Department of Social Sciences .....821-8326	Tutorial and Enrichment Center ..... 821-8345/8341
Financial Aid .....821-8262	Veterans Certification ..... 821-8303/8301
Food Services .....821-8282	

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# **PAINE COLLEGE**

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## **CATALOG**

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**2023 - 2025**

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1235 Fifteenth Street  
Augusta, Georgia 30901-3182  
[www.paine.edu](http://www.paine.edu)

## MESSAGE FROM THE PRESIDENT

Dear Paine College Students:

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

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



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

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

Sincerely,

Cheryl Evans Jones, Ph.D.  
President

## **THE PAINE COLLEGE IDEAL**

To love truth and to seek it above material things;

To ennoble and be ennobled by common fellowship;

To keep the energies of life at full tide;

To cultivate an appreciation of the beautiful;

To work well and play with zest;

To have an open, unprejudiced mind;

To live simply, practicing a reasonable economy;

To find joy in work well done;

To be an earnest disciple in the school of Him who brings the abundant life;

To work diligently for a better understanding of the White and Black races;

Such is the spirit and ideal of Paine College. To all who share this spirit and are eager for the pursuit of high things, we offer a hearty welcome.

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

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## INTRODUCTION

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

This catalog is intended primarily to guide Paine College students through their chosen academic programs. Although the college takes pride in a good student advising system, the individual student bears the main responsibility for his or her program, and this catalog should be the important and foundational source of information. Prospective students, parents, and high school counselors should find the information useful as well. The statements set forth in this catalog are for informational purposes only and should not be construed as the basis of a contract between a student and this institution.

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

### FEDERAL REGULATIONS COMPLIANCE STATEMENT

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

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

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

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



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

**ACADEMIC YEAR 2023 – 2024**  
**FALL SEMESTER 2023**



**JULY 2023**

Monday	July 17	Residence Hall Applications Due for Fall 2023 and Spring 2024
Monday - Wednesday	July 24 – July 26	Fall 2023 Faculty/Staff Opening Conference Fall 2023 Faculty Development Workshops
Thursday – Saturday	July 27 – July 29	Fall 2023 Semester Registration for New and Returning Students (Virtual and in person) with Departmental Advising Residence Halls open for returning students (10:00 a.m.)
<b>Friday -- Saturday</b>	<b>July 28 - July 29</b>	<b>New Student Orientation (Virtual and in person) – Academic Units – July 28; Student Support Units – July 29</b>
Monday	July 31	Refresher Workshops on Preparatory College Mathematics and English; Accuplacer Testing (1:30/2:00 p.m. start); Follow-up Orientation Activities

**AUGUST 2023**

<b>Tuesday</b>	<b>August 1</b>	<b>First day of classes for Fall 2023 Main Campus and Fall I 2023;</b> Late registration begins for Fall 2023 Main Campus and Fall I (8-week) 2023 courses (late fee assessed)
Tuesday	August 8	Last day for late registration for Fall 2023 Main Campus and Fall I (8-week) 2023 courses; Last day for drop/add for Fall I (8-week) courses
Monday	August 14	Last day to withdraw from a course without academic penalty and receive a “W” grade for Fall I (8-week) 2023 courses
Tuesday	August 15	Last day for drop/add for Fall 2023 Main Campus
Wednesday	August 16	Enrollment Certifications are due from all faculty.
Monday	August 21	“No Show” Rosters due in the Office of the Registrar (5:00 p.m.) for Fall 2023 Main Campus and Fall I (8-week) 2023 courses
Tuesday	August 22	Reinstatement begins for Fall 2023 Main Campus
Friday	August 25	Last day for Reinstatements for Fall 2023 Main Campus
Monday	August 28	Last day to assign “WF” or “WP” grades for Fall I (8-week) 2023 courses

**SEPTEMBER 2023**

Monday	September 4	HOLIDAY – LABOR DAY (Campus Closed)
Tuesday courses	September 5	Classes resume; First day to register for Fall II (8-week) 2023
Tuesday - Tuesday Advisors	September 5 – 19	Preliminary Senior Audits with Academic Departmental
<b>Friday</b>	<b>September 8</b>	<b>Opening Fall Convocation</b>
<b>Monday - Friday</b>	<b>September 18 -22</b>	<b>Mid-term Examinations for Fall 2023 Main Campus (regular semester)</b>
Wednesday	September 20	First day to apply for May 2024 graduation for seniors
Thursday	September 21	Last day of classes for Fall I (8-week) 2023 courses
Friday	September 22	Reading Day for Fall I (8-week) 2023 courses
Monday	September 25	Mid-term grades due for Fall Main Campus 2023 (regular semester)
Monday	September 25	First day to schedule Senior Audit with Registrar’s Office for graduating seniors (a completed preliminary audit with the academic departmental advisor is required); Last day for faculty to submit documentation of removal of “I” grade from the previous spring semester (spring 2022)
Monday - Thursday	September 25 - 28	Final Examinations for Fall I (8-week) 2023 courses
Monday – Friday	September 25 – 29	Advising Week (Fr., Soph., Jr., and Departmental Audits)
Friday	September 29	Spring 2024 Course Schedules and textbooks due to Academic Affairs
Friday	September 29	Grades due for Fall I (8-week) 2023 courses
Friday	September 29	Last day to withdraw from class without academic penalty and receive a “W” grade for Fall 2023 Main Campus

**OCTOBER 2023**

Monday	October 2	First day of classes for Fall II (8-week) 2023 courses Last day to assign “WF” or “WP” grades for Fall 2023 Main Campus
Thursday	October 5	Last day for late registration for Fall II (8-week) 2023 courses; and, last day to drop/add for Fall II (8-week) 2023 courses (11:59 p.m.)
Friday	October 13	Fall Break

Monday	October 16	Last day to withdraw from a course without academic penalty and receive a “W” grade for Fall II (8-week) 2023 courses
Monday	October 16	Spring 2024 advisement and early registration begins for Main Campus and Spring I (for classes starting Monday, January 8, 2024)
Tuesday	October 17	No show rosters for Fall II (8-week) 2023 courses due in the Office of the Registrar by 5:00 p.m.
Friday	October 20	Last day to assign “WF” or “WP” grades for Fall II (8-week) 2023 courses
Wednesday – Friday	October 25 – 27	Richardson – Etheridge Conference on the Harlem Renaissance
Friday	October 27	Last day to apply for May 2024 graduation without late fee (after this date a late fee is applied)
<b>Monday</b>	<b>October 30</b>	<b>Assessment Day (All Students, All Faculty, All Units)</b>
<b>Tuesday</b>	<b>October 31</b>	<b>Sophomore Proficiency Examination in English (SPEE)</b>
<b>NOVEMBER 2023</b>		
Tuesday	November 21	Thanksgiving Holiday begins w/ last class closure on Nov. 21 <sup>st</sup>
<b>Wednesday - Friday</b>	<b>November 22 - 24</b>	<b>HOLIDAY -- THANKSGIVING -- (Campus Closed)</b>
<b>Thursday</b>	<b>November 30</b>	<b>Last day of Classes for Fall 2023 Main Campus and Fall II (8-week) 2023 courses</b>
<b>DECEMBER 2023</b>		
Friday	December 1	Reading Day (for Main Campus, 8-week and 16-week courses)
Monday – Thursday	December 4 – 7	Final Examinations for Fall 2023 Main Campus and Fall II 2023 (8-week) courses
Thursday	December 7	End of Term
Friday	December 8	Final Grades due for Fall 2023 Main Campus and Fall II 2023 (8-week) courses in the Office of the Registrar by 5:00 p.m.
Friday	December 8	Residence Halls Close (4:00 p.m. Last check-outs)
<b>Monday -- Tuesday</b>	<b>December 11, 2023 -- January 2, 2024 --- WINTER BREAK (Students Only)</b>	

## SPRING SEMESTER 2024

### JANUARY 2024

<b>Monday</b>	<b>January 2</b>	<b>New Year's Day Observance (Campus Closed)</b>
Wednesday - Thursday	January 3 - 4	Faculty/Staff Opening Conference Faculty Development Workshop
Thursday - Friday	January 4 – 5	Spring 2024 Semester Registration for New and Returning Students (Virtual and in person) Residence Halls open for returning students (10:00 a.m.) Accuplacer Testing January 5 <sup>th</sup> (1:30/2:00 p.m.)
Friday -- Saturday	January 5 – 6	New Student Orientation (Virtual and in person) – Academic Units – Jan. 5 <sup>th</sup> ; Student Support Units – Jan. 6 <sup>th</sup>
<b>Monday</b>	<b>January 8</b>	<b>First day of classes for Spring 2024 Main Campus and Spring I 2024 (8-week) courses;</b> Late registration begins for Spring 2024 Main Campus and Spring I 2024 (8-week courses) (late fee assessed)
Friday	January 12	Last day for late registration for Spring 2024 Main Campus and Spring I 2024 (8-week courses) Martin Luther King Jr. Day (multi-campus observance)
<b>Monday</b>	<b>January 15</b>	<b>HOLIDAY – MARTIN LUTHER KING JR. DAY (Campus Closed)</b>
Tuesday	January 16	Classes Resume Last day to drop/add for Spring I 2024 (8-week courses) (closes at 11:59 p.m.)
Friday	January 19	Last day to drop/add for Spring 2024 Main Campus (11:59 p.m.)
Monday	January 22	Spring 2024 Main Campus and Spring I 2024 No Show Rosters due in the Office of the Registrar (5:00 p.m.) Enrollment Certifications are due from all faculty.
<b>Wednesday</b>	<b>January 24</b>	<b>Spring 2024 Opening Convocation</b> Reinstatement begins for Spring 2024 Main Campus
Wednesday	January 31	Last day for reinstatements for Spring 2024 Main Campus

**FEBRUARY 2024**

Monday	February 5	Last day to withdraw from a course without academic penalty and receive a “W” grade for Spring I 2024
<b>Monday - Sunday</b>	<b>Feb. 5 – Feb. 11</b>	<b>HOMECOMING WEEK</b>
<b>Friday</b>	<b>February 9</b>	<b>Founder’s Day Convocation (10:30 a.m., Campus Closed After Convocation)</b>
Friday	February 17	Last day to assign “WF” or “WP” grades for Spring I Term 2024 (8-week courses)
Monday	February 19	First day to register for Spring II Term 2024 (8-week courses)
Monday-Friday	February 26 – March 1	Mid-term examinations for Spring 2024 Main Campus

**MARCH 2024**

Monday	March 4	Last day of classes for Spring I 2024 (8-week courses) Mid-term grades due for Spring 2024 Main Campus <b>Summer 2024 and Fall Semester 2024 Course Schedules due and Textbook Orders to the Office of Academic Affairs</b>
Tuesday - Friday	March 5-8	Final Examinations for Spring I 2024 (8-week courses)
Monday	March 11	Final grades due for Spring I 2024 Summer 2024 and Fall 2024 advisement student check-in and early registration begins
Monday	March 11	Last day to withdraw from a course without academic penalty and receive a “W” grade for Spring 2024 Main Campus
Monday	March 11	First day of classes for Spring II 2024 Late registration begins for Spring II 2024 (late fee assessed)
Friday	March 15	Last day to drop/add for Spring II 2024 (11:59 p.m.) Last day for late registration for Spring II 2024 (late fee assessed)
Monday	March 18	No show rosters for Spring II 2024 due in the Office of the Registrar by 5:00 p.m.; Last day to apply for May 2024 Graduation; No applications received after this date; Fee applies
Friday	March 22	Last day for students to submit work for removal of “I” Grades for the previous Fall semester (reference Fall 2023)
<b>Tuesday</b>	<b>March 26</b>	<b>Sophomore Proficiency Examination in English (SPEE)</b>
Wednesday	March 27	Religious Emphasis Week [See Office of Religious Life for Activities]
Friday	March 29	Good Friday (campus closed)
Sunday	March 31	Easter Sunday (noted from the year 2024 calendar)

**APRIL 2024**

Monday - Friday      April 8 - 12      Spring Break [Main Campus and Spring II (8-week) 2024 courses]

**Monday**      **April 15**      Last day for assigning “WF” or “WP grades for Spring 2024 Main Campus and Spring II 2024 (8-week courses); *Early summer registration*

**Wednesday**      **April 17**      **Honors Convocation**

Monday      April 29      Last day of class for May 2024 Graduating Seniors

**MAY 2024**

Thursday - Wednesday      April 30 – May 1      May 2024 Graduating Senior Examinations

Friday      May 3      May 2024 Graduating Senior Final Grades Due

Monday - Friday      May 6 – May 10      May 2024 Graduating Senior Week

**Tuesday**      **May 7**      **Last day of classes for Spring 2024 Main Campus and Spring II 2024 (8-week) courses**

Wednesday      May 8      Reading Day

*Thursday - Tuesday*      *May 9, 10, 13, and 14*      *Final Examinations for Spring 2024 Main Campus and Spring II 2024 (Amended)*

*Tuesday*      *May 14*      *End of Term (Amended)*

Tuesday      May 14      Final Grades due - Spring 2024 Main Campus and Spring II 2024 (5:00 p.m., Office of the Registrar)

**Saturday**      **May 11**      **BACCALAUREATE CONVOCATION**

**Sunday**      **May 12**      **COMMENCEMENT**  
Mother’s Day (noted from the year 2024 calendar)

Sunday	May 12	Residence Halls close at 4:00 p.m. (last check-outs) for students not attending Summer Session ( <i>otherwise, residence halls are open for students continuing studies during summer 2024</i> )
Monday	May 13	<b>Last Day for Faculty (unless teaching during summer Session 2024)</b> Complete and Submit Departmental Close-out Items <b>Faculty Development Closing Conference/Institute</b>

**SUMMER SESSION 2024**  
**Classes Begin: May 20, 2024**  
**Classes End: July 18, 2024; Final Grades Due: July 25, 2024**

**MAY 2024**

<b>Monday - Friday</b>	<b>April 15 (early) – May 17</b>	<b>Registration for Summer 2024 (8 – week session)</b>
<b>Monday</b>	<b>May 20</b>	<b>First day of classes for Summer 2024</b> Late registration begins for Summer 2024; (late fee assessed)
Friday	May 24	Last Day for Drop/add for Summer 2024 Session (closes at 11:59 p.m.) Last day for late registration for Summer 2024 (late fee assessed)
Monday	May 27	HOLIDAY- Memorial Day (Campus Closed)
Friday	May 31	No show rosters due in the Office of the Registrar (5:00 p.m.)

**JUNE 2024**

Monday	June 5	Last day to withdraw from a course without academic penalty and receive a “W” grade for Summer 2024
Tuesday	June 18	Last day for assigning “WF” or “WP” grades for Summer 2024
Wednesday	June 19	HOLIDAY - Juneteenth (Campus Closed)

**JULY 2024**

Tuesday	July 4	HOLIDAY -- Independence Day (4 <sup>th</sup> of July, Campus Closed)
Thursday	July 18	Last day of classes for Summer 2024
Friday	July 19	Reading Day
Monday - Tuesday	July 22 – 23	Final Examinations for Summer 2024
Wednesday	July 24	End of term for Summer 2024
<b>Thursday</b>	<b>July 25</b>	<b>Final Grades Due in the Office of the Registrar (5:00 p.m.)</b>

**ACADEMIC YEAR 2024 - 2025**  
**FALL SEMESTER 2024**



**JULY 2024**

Wednesday	July 17	Residence Hall Applications Due for Fall 2024 and Spring 2024
Thursday - Friday	July 25 – July 26	Fall 2024 Faculty/Staff Opening Conference Fall 2024 Faculty Development Workshops
Sunday – Wednesday	July 28 – July 31	Fall 2024 Semester Registration for New and Returning Students (Virtual and in person) with Departmental Advising Residence Halls open for returning students (10:00 a.m.)
<b>Monday --Tuesday</b>	<b>July 29 - July 30</b>	<b>New Student Orientation (Virtual and in person) – Academic Units – July 28; Student Support Units – July 29</b>
Wednesday	July 31	Refresher Workshops on Preparatory College Mathematics and English; Accuplacer Testing (1:30/2:00 p.m. start); Follow-up Orientation Activities

**AUGUST 2024**

<b>Thursday</b>	<b>August 1</b>	<b>First day of classes for Fall 2024 Main Campus and Fall I 2024; Late registration begins for Fall 2024 Main Campus and Fall I (8-week) 2024 courses (late fee assessed)</b>
Thursday	August 8	Last day for late registration for Fall 2024 Main Campus and Fall I (8-week) 2024 courses; Last day for drop/add for Fall I (8-week) courses
Wednesday	August 14	Last day to withdraw from a course without academic penalty and receive a “W” grade for Fall I (8-week) 2024 courses
Thursday	August 15	Last day for drop/add for Fall 2024 Main Campus
Friday	August 16	Enrollment Certifications are due from all faculty.
Wednesday	August 21	“No Show” Rosters due in the Office of the Registrar (5:00 p.m.) for Fall 2024 Main Campus and Fall I (8-week) 2024 courses
Thursday	August 22	Reinstatement begins for Fall 2024 Main Campus
Monday	August 26	Last day for Reinstatements for Fall 2024 Main Campus
Wednesday	August 28	Last day to assign “WF” or “WP” grades for Fall I (8-week) 2024 courses

**SEPTEMBER 2024**

Monday	September 2	HOLIDAY – LABOR DAY (Campus Closed)
Tuesday	September 3	Classes resume; First day to register for Fall II (8-week) 2024 courses
Tuesday - Tuesday	September 3 – 17	Preliminary Senior Audits with Academic Departmental Advisors
<b>Wednesday</b>	<b>September 4</b>	<b>Opening Fall Convocation</b>
<b>Monday - Friday</b>	<b>September 16 -20</b>	<b>Mid-term Examinations for Fall 2024 Main Campus (regular semester)</b>
Wednesday	September 18	First day to apply for May 2024 graduation for seniors
Thursday	September 19	Last day of classes for Fall I (8-week) 2024 courses
Friday	September 20	Reading Day for Fall I (8-week) 2024 courses
Monday	September 23	Mid-term grades due for Fall Main Campus 2024 (regular semester)
Monday	September 23	First day to schedule Senior Audit with Registrar’s Office for graduating seniors (a completed preliminary audit with the academic departmental advisor is required); Last day for faculty to submit documentation of removal of “I” grade from the previous spring semester (spring 2022)
Monday – Friday	September 23 – 27	Advising Week (Fr., Soph., Jr., and Departmental Audits)
Monday - Thursday	September 23 - 26	Final Examinations for Fall I (8-week) 2024 courses
Friday	September 27	Spring 2024 Course Schedules and textbooks due to Academic Affairs
Friday	September 27	Grades due for Fall I (8-week) 2024 courses
Friday	September 27	Last day to withdraw from class without academic penalty and receive a “W” grade for Fall 2024 Main Campus

**OCTOBER 2024**

Tuesday	October 1	First day of classes for Fall II (8-week) 2024 courses Last day to assign “WF” or “WP” grades for Fall 2024 Main Campus
Friday	October 4	Last day for late registration for Fall II (8-week) 2024 courses; and, last day to drop/add for Fall II (8-week) 2024 courses (closes at 11:59 p.m.)
Friday	October 11	Fall Break

Monday	October 14	Last day to withdraw from a course without academic penalty and receive a “W” grade for Fall II (8-week) 2024 courses
Monday	October 14	Spring 2024 advisement and early registration begins for Main Campus and Spring I (for classes starting Monday, January 6, 2025)
Tuesday	October 15	No show rosters for Fall II (8-week) 2024 courses due in the Office of the Registrar by 5:00 p.m.
Friday	October 18	Last day to assign “WF” or “WP” grades for Fall II (8-week) 2024 courses
Wednesday – Friday	October 23 – 25	Richardson – Etheridge Conference on the Harlem Renaissance
Friday	October 25	Last day to apply for May 2025 graduation without late fee (after this date a late fee is applied)
<b>Tuesday</b>	<b>October 29</b>	<b>Assessment Day (All Students, All Faculty, All Units)</b>
<b>Thursday</b>	<b>October 31</b>	<b>Sophomore Proficiency Examination in English (SPEE)</b>
<b>NOVEMBER 2024</b>		
Tuesday	November 26	Thanksgiving Holiday begins w/last class closure on Nov. 21 <sup>st</sup>
<b>Wednesday - Friday</b>	<b>November 27 - 29</b>	<b>HOLIDAY - THANKSGIVING -- (Campus Closed)</b>
<b>DECEMBER 2024</b>		
Monday	December 2	Reading Day (for Main Campus, 8-week and 16-week courses); <b>Last day of Classes for Fall 2024 Main Campus and Fall II (8-week) 2024 courses</b>
Tuesday – Friday	December 3 – 6	Final Examinations for Fall 2024 Main Campus and Fall II 2024 (8-week) courses
Friday	December 6	End of Term
Monday	December 9	Final Grades due for Fall 2024 Main Campus and Fall II 2024 (8-week) courses in the Office of the Registrar by 5:00 p.m.
Monday	December 9	Residence Halls Close (4:00 p.m. Last check-outs)
<b>Tuesday -- Friday</b>	<b>December 10, 2024 -- January 3, 2025 --- WINTER BREAK (Students Only)</b>	

## SPRING SEMESTER 2025

### JANUARY 2025

<b>Thursday</b>	<b>January 2</b>	<b>HOLIDAY - New Year's Day Observance (Campus Closed)</b>
Friday	January 3	Faculty/Staff Opening Conference Faculty Development Workshop
Friday - Saturday	January 3 –4	Spring 2025 Semester Registration for New and Returning Students (Virtual and in person) Residence Halls open for returning students (10:00 a.m.) Accuplacer Testing January 4 <sup>th</sup> (1:30/2:00 p.m.)
Saturday	January 4	New Student Orientation (Virtual and in person)
<b>Monday</b>	<b>January 6</b>	<b>First day of classes for Spring 2025 Main Campus and Spring I 2025 (8-week) courses;</b> Late registration begins for Spring 2025 Main Campus and Spring I 2025 (8-week courses) (late fee assessed)
Friday	January 10	Last day for late registration for Spring 2025 Main Campus and Spring I 2025 (8-week courses)
Friday	January 17	Martin Luther King Jr. Day (multi-campus observance – see Office of Religious Life for tri-college observance)
<b>Monday</b>	<b>January 20</b>	<b>Martin Luther King Jr. Day (Campus Closed)</b>
Tuesday	January 21	Classes Resume Last day to drop/add for Spring I 2025 (8-week courses) (closes at 11:59 p.m.)
<b>Wednesday</b>	<b>January 22</b>	<b>Spring 2025 Opening Convocation</b> Last day to drop/add for Spring 2025 Main Campus (closes at 11:59 p.m.)
Friday	January 24	Spring 2025 Main Campus and Spring I 2025 No Show Rosters due in the Office of the Registrar (5:00 p.m.) Enrollment Certifications are due from all faculty.
Wednesday	January 29	Reinstatement begins for Spring 2025 Main Campus
Friday	January 31	Last day for reinstatements for Spring 2025 Main Campus

**FEBRUARY 2025**

<b>Monday - Sunday</b>	<b>Feb. 3 – Feb. 9</b>	<b>HOMECOMING WEEK</b>
Wednesday	February 5	Last day to withdraw from a course without academic penalty and receive a “W” grade for Spring I 2025
<b>Friday</b>	<b>February 7</b>	<b>Founder’s Day Convocation (10:30 a.m., Campus Closed After Convocation)</b>
Friday	February 14	Last day to assign “WF” or “WP” grades for Spring I Term 2025 (8-week courses)
Monday	February 17	First day to register for Spring II Term 2025 (8-week courses)

**MARCH 2025**

Monday-Friday	March 3 – March 7	Mid-term examinations for Spring 2025 Main Campus
Monday	March 3	Last day of classes for Spring I 2025 (8-week courses) <b>Summer 2025 and Fall Semester 2025 Course Schedules due and Textbook Orders to the Office of Academic Affairs</b>
Tuesday - Friday	March 4 - 7	Final Examinations for Spring I 2025 (8-week courses)
Monday	March 10	Final grades due for Spring I 2025, 12 noon Registrar’s Office; Summer 2024 and Fall 2025 advisement student check-in and early registration begins
Monday	March 10	Mid-term grades due for Spring 2025 Main Campus
Monday	March 10	Last day to withdraw from a course without academic penalty and receive a “W” grade for Spring 2025 Main Campus
Monday	March 10	First day of classes for Spring II 2025 Late registration begins for Spring II 2025 (late fee assessed)
Friday	March 14	Last day to drop/add for Spring II 2025 (closes at 11:59 p.m.) Last day for late registration for Spring II 2025 (late fee assessed)
Monday	March 17	No show rosters for Spring II 2025 due in the Office of the Registrar by 5:00 p.m.; Last day to apply for May 2025 Graduation; No applications received after this date; Fee applies
Friday	March 21	Last day for students to submit work for removal of “I” Grades for the previous Fall semester (reference Fall 2024)
<b>Tuesday</b>	<b>March 25</b>	<b>Sophomore Proficiency Examination in English (SPEE)</b>
Wednesday	March 26	Religious Emphasis Week [See Office of Religious Life for Activities]

**APRIL 2025**

Monday - Friday	April 7 - 11	Spring Break [Main Campus and Spring II (8-week) 2025 courses]
<b>Monday</b>	<b>April 14</b>	Last day for assigning “WF” or “WP grades for Spring 2025 Main Campus and Spring II 2025 (8-week courses); <b><i>Early summer registration</i></b>
<b>Wednesday</b>	<b>April 16</b>	<b>Honors Convocation</b>
Friday	April 18	Good Friday (campus closed)
Sunday	April 20	Easter Sunday (noted from the year 2025 calendar)
Monday	April 28	Last day of class for May 2025 Graduating Seniors

**MAY 2025**

Tuesday - Friday	April 29 – May 2	May 2025 Graduating Senior Examinations
Friday	May 2	May 2025 Graduating Senior Final Grades Due
<b>Friday</b>	<b>May 2</b>	<b>Last day of classes for Spring 2025 Main Campus and Spring II 2025 (8-week) courses</b>
Monday - Friday	May 5 – May 9	May 2025 Graduating Senior Week
Monday	May 5	Reading Day
Tuesday - Friday	May 6 - May 9	Final Examinations for Spring 2025 Main Campus and Spring II 2025
Friday	May 9	End of Term
<b>Saturday</b>	<b>May 10</b>	<b>BACCALAUREATE CONVOCATION</b>
<b>Sunday</b>	<b>May 11</b>	<b>COMMENCEMENT</b> Mother’s Day (noted from the year 2025 calendar)
Sunday	May 11	Residence Halls close at 4:00 p.m. (last check-outs) for students not attending Summer Session ( <i>otherwise, residence halls are open for students continuing studies during the summer</i> )
Monday	May 12	Final Grades due - Spring 2025 Main Campus and Spring II 2025 (5:00 p.m., Office of the Registrar)
Tuesday	May 13	<b>Last Day for Faculty (unless teaching during summer session)</b> Complete and Submit Departmental Close-out Items <b>Faculty Development Closing Conference/Institute</b>

**SUMMER SESSION 2025**  
**Classes Begin: May 20, 2025**  
**Classes End: July 18, 2025; Final Grades Due: July 25, 2025**

**MAY 2025**

<b>Monday - Friday</b>	<b>April 14 (early) – May 16</b>	<b>Registration for Summer 2025 (8 – week session)</b>
<b>Monday</b>	<b>May 19</b>	<b>First day of classes for Summer 2025</b> Late registration begins for Summer 2025; (late fee assessed)
Friday	May 23	Last Day for Drop/add for Summer 2025 Session (closes at 11:59 p.m.) Last day for late registration for Summer 2025 (late fee assessed)
Monday	May 26	HOLIDAY- Memorial Day (Campus Closed)
Friday	May 30	No show rosters due in the Office of the Registrar (5:00 p.m.)

**JUNE 2025**

Monday	June 2	Last day to withdraw from a course without academic penalty and receive a “W” grade for Summer 2025
Tuesday	June 17	Last day for assigning “WF” or “WP” grades for Summer 2025
Thursday	June 19	HOLIDAY - Juneteenth (Campus Closed)

**JULY 2025**

Friday	July 4	HOLIDAY -- Independence Day (4 <sup>th</sup> of July, Campus Closed)
Friday	July 18	Last day of classes for Summer 2025
Monday	July 21	Reading Day
Tuesday - Wednesday	July 22 – 23	Final Examinations for Summer 2025
Thursday	July 24	End of term for Summer 2025
<b>Friday</b>	<b>July 25</b>	<b>Final Grades Due in the Office of the Registrar (5:00 p.m.)</b>

## GENERAL INFORMATION

### HISTORY OF THE COLLEGE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Dr. Roland Harris	President of Knoxville College, 1995-1997
Dr. Clyde Williams	President of Miles College, 1971-1986
Dr. Jacqueline Carmicheal	Professor at the University of Georgia and Biographer
Ruth Crawford	Director of Shiloh Comprehensive Community Center, designer of the Paine College Flag, and former schoolteacher
Dr. Charles Larke	First African American Superintendent of the Richmond County School System
Attorney Robert Bell	Chair, 2000-2009, Paine College Board of Trustees and Founder of the Chairman’s Club of the Annual Alumni Fund

There have been sixteen terms of presidents of Paine College:

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

Upon his retirement as President in 1994, Dr. Julius S. Scott, Jr., was elected President Emeritus by the Board of Trustees. Dr. Julius Scott transitioned on August 17, 2019 and was honored in memoriam by Paine College on August 23, 2019 at the Gilbert-Lambuth Memorial Chapel.

February 11, 2011, Dr. Shirley A. R. Lewis was elected President Emeritus by the Board of Trustees.

**During interim periods**, the following persons served as chief administrators and chairpersons of the interim committees:

Stewart B. Gandy, Chairman	October - December, 1970
Canute M. Richardson, Chairman	January - June, 1971
Canute M. Richardson, Acting President	March - December, 1974
Curtis E. Martin, Interim President	July 2007 – January, 2008
Samuel Sullivan, Acting President	September 2014 - October 2014
Samuel Sullivan, Interim President	October 2014 - May 2016
Jerry Hardee, President	June 2017 – July 2019
Cheryl Evans Jones, Acting President	July 2019 – October 2019
Cheryl Evans Jones, President	October 2019 - Present

## **FOUNDATIONAL STATEMENTS**

### **Faith Statement**

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

The “Articles of Religion,” the historic confessions of faith (i.e. both the “Apostles’ Creed” and the “Nicene Creed”), in addition to the sermons and teachings of John Wesley, all state with unequivocal clarity, the profound truths that are inextricably connected to our Methodist heritage.

At Paine College among our spiritual values is an appreciation for our Methodist heritage in the fulfillment of our mission and educational philosophy.

### **The Bible Is the Word of God**

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

### **The Triune Nature of God**

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

#### **God the Father**

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

#### **God the Son**

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

#### **God the Holy Spirit**

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

## **Sin**

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

## **Free Will**

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

## **Sanctification**

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

## **Justification**

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

## **Eschatology**

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

## **Satan**

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

## **Heaven and Hell**

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

### **Christian Philosophy of Education**

Paine College is a Historically Black College or University (HBCU) steeped in the Wesleyan Christian traditions and is committed to a liberal arts curriculum that focuses on ecumenism, multiculturalism, and critical learning. Its various degree programs are an outgrowth and commitment to this philosophy. Our

educational mission is to equip students for leadership and service practicing social justice, peace, and transformation primarily in the African American community, in the nation, and in the world. Our educational vision strives to honor diversity by integrating global awareness throughout every phase of the curriculum.

### **Mission Statement**

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

### **Our Mission**

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

### **Our Vision**

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

### **Institutional Objectives**

1. To maintain high academic standards by fostering excellence in scholarship and a commitment to teaching of high quality.
2. To stimulate students to develop the spirit of inquiry and enhance their ability to think critically to be productive self-sufficient citizens.
3. To provide special educational opportunities in the basic skills which are essential for collegiate achievement.
4. To educate students in the use of emerging technologies, problem-solving, and expanding the horizon of knowledge.
5. To foster an understanding and appreciation of the Black heritage, its contribution to contemporary American culture, and its relationship with other people.
6. To develop Christian character, to promote commitment to moral and spiritual values, and to cultivate understanding of and respect for other religious traditions.
7. To manage prudently and responsibly the human and fiscal resources essential for providing the atmosphere of academic excellence.

8. To maintain strong ties and interaction with the Augusta community regarding mutually beneficial educational and cultural goals.
9. To foster a commitment to Paine College by developing an appreciation of its worth and contributing to its support and uplift.
10. To prepare students to compete as professionals in the global community.

## **Ethical and Spiritual Values**

### ***Excellence***

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

### ***Appreciation of Heritage***

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

### ***Integrity***

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

### ***Fiscal Responsibility***

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

### ***Service***

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

## **STRATEGIC GOALS AND OBJECTIVES, 2020 – 2025**

### ***Strategic Goals and Ob***

#### **Strategic Goal 1. Academic Program Enhancements and Expansion**

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

*Strategic Objective G1-OA. Strengthen all major programs and concentration areas.*  
*Strategic Objective G1-OB. Design and implement new academic majors/programs.*  
*Strategic Objective G1-OC. Establish an organizational structure that is academically compatible for major programs and is economically defensible and responsible.*  
*Strategic Objective G1-OD. Pursue national and/or specialized accreditation for selected programs.*  
*Strategic Objective G1-OE. Develop and implement online courses and certifications.*  
*Strategic Objective G1-OF. Design and implement graduate programs.*  
*Strategic Objective G1-OG. Design and implement formal faculty development plan.*

## **Strategic Goal 2. Promote student success by strengthening recruitment, enrollment, retention, and graduation rates**

The quality of student recruitment, a high-level of student engagement, student success and student awareness of global citizenship will be achieved through strategic development of student behaviors, practices, habits, and involvement. Institutional programs and services will be expanded to prepare students with the necessary skills to be fully engaged, successful, global learners to fulfill the institution's mission.

*Strategic Objective G2-OA. The Office of Admissions will refocus their efforts to increase enrollment.*  
*Strategic Objective G2-OB. Increase enrollment by 25% by 2025. (5% per year 2020-2025)*  
*Strategic Objective G2-OC. Increase the first year retention rate by 5% per year for 2020-2025.*  
*Strategic Objective G2-OD. Increase the graduation rate by fifty (50%) percent by 2025.*  
*Strategic Objective G2-OE. Increase student engagement through the implementation of service learning.*

## **Strategic Goal 3. Improve Infrastructure and Innovation**

Improve the College's infrastructure needs to support strategic goals by providing enhanced educational experiences both inside and outside the classrooms as well as providing the needed technologies and facilities to support the Paine College Community.

*Strategic Objective G3-OA. Upgrade Layer 1 Cabling*  
*Strategic Objective G3-OB. Update Jenzabar to a hosted solution*  
*Strategic Objective G3-OC. Upgrade internet service provider (ISP) to 1 gigabits per second (GBPS) ISP*  
*Strategic Objective G3-OD. Upgrade comcast cable to IP T.V. IP (Internet Protocol)*

## **Strategic Goal 4. Facilities Enhancement**

Land acquisition will provide the College with assets for growth and expansion to meet future education and administrative needs. Acquire land for to accommodate future growth and expansion of academic facilities as necessary. To implement a comprehensive plan to improve aesthetics of the campus landscaping presentation. Eliminate hazards associated with landscape and hardscape areas throughout the campus. Identify and prioritize the problem areas where energy is being lost or inefficiently used. Improve the overall environmental conditions and student learning experience. To provide the College with a definitive guide for growth and expansion based on present future needs for expansion and renovations.

*Strategic Objective G4-OA. Develop and implement a plan for strategic land acquisition (purchase and/or donated property within one to three miles radius)*  
*Strategic Objective G4-OB. Develop a plan for the acquisition of resources for academic facilities*  
*Strategic Objective G4-OC. Establish and implement a campus beautification strategy*  
*Strategic Objective G4-OD. Establish and implement "green" policies and practices*

*Strategic Objective G4-OE. Utilize School Dude to manage and track service work orders to consistently meet or exceed completions rates as outlined in the preventative Maintenance plan.*  
*Strategic Objective G4-OF. Update the College Master Plan to identify proposed improvements, enhancements and expansions.*

### **Strategic Goal 5. Campus Police and Safety**

To create an environment through comprehensive programs and administrative policies and procedures that is responsive to the personal, social, emotional and physical needs of students, faculty and staff.

*Strategic Objective G5-OA. To ensure a campus environment that is safe and conducive to optimum learning by improving the Campus Police and Security staff through an ongoing, comprehensive mandatory training program for current and new hires.*

*Strategic Objective G5-OB. To maintain and enhance crime prevention, security, and safety*

### **Strategic Goal 6. Strengthen Financial Operations**

Strengthen the College's financial operations and planning system by maintaining a stable balance between resources and spending through the coordination, integration, and monitoring of the annual planning, evaluation and budgeting processes, thereby, yielding a fiscally solvent operation.

*Strategic Objective G6-OA. Improve accounting and procurement procedures*

### **Strategic Goal 7. Productive Partnerships ("Friend" Raising)**

Friend Raising impacts the ability of the Advancement's Office to Fundraise. Getting to know people and developing healthy relationships with potential donors and current donors lead to sizable donations and healthy partnerships that are beneficial to all parties involved. Alongside donations, the most valuable commodity a donor can share is a healthy relationship.

*Strategic Objective G7-OA. Increase revenue through strategic partnerships*

*Strategic Objective G7-OB. Increase Community Participation in Campus-based Activities*

*Strategic Objective G7-OC. Increase strategic agreements with government, business, and industry that lead to resource development*

*Strategic Objective G7-OD. Increase the number of endowed scholarships*

### **Strategic Goal 8. Forecast a "Right-sized" Workforce Based on a Stabilized Enrollment**

Attaining and maintaining financial stability is a major goal for Paine College. While examining data and information from several sources, Paine College's administrators determined that it was time to operate the College more from a business perspective. Paine College has begun to implement a Business Plan whose purpose is to establish a short-term and long-term plan that balances out operations with projected income to eliminate deficit spending and grow the endowment. It also calls for stabilizing the enrollment and operating primarily within a budget based primarily on tuition and fees.

*Strategic Objective G8-OA. Through discussion and data analysis, arrive at projected enrollment numbers projected out three years for adequate plan implementation.*

*Strategic Objective G8-OB. Project a budget figure on which faculty size informs enrollment necessities and enrollment drives faculty size.*

*Strategic Objective G8-OC. In the formulation of the budget, the percentage attributed to fundraising in the determination of projected income shall not exceed more than the average of the prior three (3) years.*

The Paine College Board of Trustees adopted the Strategic Plan including the Strategic Objectives and their Action Benchmarks on October 24, 2020, retroactive to July 1, 2020.

## ACCREDITATION AND MEMBERSHIPS

Paine College is a member of the Transnational Association of Christian Colleges and Schools (TRACS), [15935 Forest Road, Forest, VA 24551; Telephone: (434) 525-9539; e-mail: [info@tracs.org](mailto:info@tracs.org)] having been awarded candidate status in July 2018. Initial accreditation was granted May 2020. TRACS is recognized by the United States Department of Education, the Council for Higher Education Accreditation, and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

Other Accreditations and Memberships include:

The United Negro College Fund (UNCF)

Accreditation Council for Business Schools and Programs (ACBSP)

## COLLEGE SUPPORT

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

## COMMUNITY RELATIONS

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

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

The Greater Augusta Arts Council  
The Twenty-First Century Augusta  
The United Way  
Veterans Administration Hospital  
Augusta Technical College  
Savannah River Nuclear Solutions, Inc.  
CBS Sports, Inc.

## THE CAMPUS

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

### ACADEMIC BUILDINGS

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

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

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

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

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

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

## STUDENT ACTIVITIES BUILDINGS

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

**The David and Betty C. Peterson Health Education Activities Learning (HEAL) Complex**, formerly known as the HEAL Complex and previously the Randall-Carter Gymnasium, is the athletic center of the campus. This complex houses the Athletic Director and athletic coaches. It is equipped with a gymnasium, weight room, film room, and numerous multi-purpose rooms. This facility serves as a major source of entertainment for students, faculty, staff and the community.

## RESIDENCE HALLS

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

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

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

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

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

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

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

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

## OTHER BUILDINGS

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

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

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

The **Gipson Building** is located on Laney-Walker Boulevard. It houses the **Dr. Mack Gipson, Jr. Tutorial and Enrichment Center**, a college-wide support program that provides individual and small-group tutoring in a variety of academic areas and includes an Internet-accessible computer lab.

The **Information Station** is located on the campus just off of Laney-Walker Boulevard.

The **Walker House** is located on Laney-Walker Boulevard.

The **McGinnis Building** serves as a storage complex for the College.

The **Weathers Building** is located on Central Avenue and serves as maintenance facilities.

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

## CONSUMER INFORMATION AND FEDERAL COMPLIANCE

Following federal regulations as stipulated in the Higher Education Act and amended in year 2008, Paine College publishes federally mandated consumer information across departments that is available to prospective and enrolled students. Specific information is available from appropriate College departments. For information concerning tuition costs, financial aid, and scholarship disbursement, contact the Office of Financial Aid ([finaid2@paine.edu](mailto:finaid2@paine.edu); 706.821.8262). For information concerning student records and veterans certification, contact the Office of the Registrar ([recordsofficestaff@paine.edu](mailto:recordsofficestaff@paine.edu); 706.396.8103, 706.821.8301). For information concerning student affairs, housing, student activities, and services, contact the Office of Student Affairs ([jdingle@paine.edu](mailto:jdingle@paine.edu), 706.821.8282). For information concerning institutional assessment, contact the Office of Institutional Research, Assessment, and Evaluation ([asimpkins@paine.edu](mailto:asimpkins@paine.edu); 706.396.8111).

Students are expected to be familiar with the policies and procedures of Paine College as stated in the College Catalog and the Paine College Student Handbook. The College reserves the right to change, modify, or alter without notice all fees, charges, tuition expenses, and costs of any kind. The College further reserves the right to add or delete, without notice, course offerings or information contained in this catalog. Those changes will be posted in the electronic version of the Catalog located on the institutional website. Although curricula may be revised in instructional programs at Paine College, students will be held responsible for degree requirements in effect at the time of their first enrollment plus any changes made during progress toward the degree. Paine College provides a description of the academic programs, services, support resources, and activities available at the institution. Paine College makes no claims that enrollment in a specific course or academic program will provide a specific qualification for employment, an occupation or profession, or specific licensure. Students are further expected to be responsible for complying with degree requirements.

In compliance with Title VI of the Civil Rights Act of 1964, Executive Order 11246 as amended, Title IX of the Educational Amendments of 1972, section 504 of the Social Rehabilitation Act of 1973 and the American with Disabilities Act (ADA) of 1990, Paine College does not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, or status as a veteran in any of its policies, practices, or procedures.

## FEES AND FINANCES

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

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

**All students must clear any past due balances before registering for classes.** Students are required to pay tuition and fees prior to the first day of classes and/or enter into a payment plan with the Controller's Office.

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

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

Paine College  
Fiscal Affairs Office, c/o Student Accounts  
1235 Fifteenth Street  
Augusta, Georgia 30901-3182

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

### APPLICATION FEE

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

### NEW STUDENT ORIENTATION FEE

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

### TUITION & FEES

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

<b>FY 2023 – 2025 Costs Per Year</b>			
	On-Campus	Off-Campus	PALS <i>Evening College (CAPS)</i>
Tuition	\$12,705	\$12,705	\$7,800
<b>Fees</b>			
Technology	\$1,890	\$1,890	\$500
Books	\$1,500	\$1,500	\$1,500
Room	\$3,136	■	■
Board	\$4,375	■	■
<b>Total</b>	<b>\$23,606</b>	<b>\$16,095</b>	<b>\$9,800</b>
<b>Additional Fees</b>			
New Student Fee = \$117			
Lab Fee per Lab = \$23			

<b>FY 2023 – 2025 Costs Per Semester</b>			
	On-Campus	Off-Campus	PALS Evening College (CAPS)
Tuition	\$6,352.50	\$6,352.50	\$3,900
<i>Fees</i>			
Technology	\$945	\$945	\$250
Books	\$750	\$750	\$750
Room	\$1,568	■	■
Board	\$2,187.50	■	■
<b>Total</b>	<b>\$11,803</b>	<b>\$8,047.50</b>	<b>\$4,900</b>
<b>Additional Fees</b>			
New Student Fee = \$117			
Lab Fee per Lab Course = \$23			

<b>TUITION ONLY FY 2023-2025</b>		
	Credit Hours 1 – 11 hours part-time	Credit Hours 12 – 18 hours full-time
Main Campus Tuition Only	\$529 per credit hour	\$6,352.50
<b>PALS/CAPS Evening College Tuition Only</b>		
	Less than 56 hours, Lower Level	More than 56 hours, Upper Level
	\$325 per credit	\$395 per credit
Military	\$250 per credit	\$250 per credit

<b>MEAL PLAN ONLY FY 2023-2025</b>		
25 Meal Plan	50 Meal Plan	75 Meal Plan
\$190	\$350	\$490

<b>DISTANCE EDUCATION/ ONLINE TUITION FY 2023 - 2025</b>	
Tuition	Full Load (12 credits)
Flat rate	\$6,000 (Includes the \$750 for books and the \$945 for the administrative and technology fee as this is a cost per semester.)  A charge of \$360 per credit would be charged for each credit for new students.
Credits Allowed (Residential)	Paine College residential students may take up to 24 credits of distance education coursework during the course of their enrollment at Paine College. On-campus (face-to-face) students will be allowed to take a maximum of two (2) online courses per semester. A transfer, traditional, face-to-face student’s total number of online credit hours transferred from another college will be included in the maximum of 24 credits.
Credits Allowed (Non-residential, 100% virtual)	Non-residential students and students physically separated from the College may take their entire program of study online.

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

**OTHER FEES/EXPENSES**

Credit by Examination Fee**	\$75.00
Deferred Payment Fee	\$84.00
Duplicate Degree (Per copy)	\$50.00
Each Audit Course (Per semester)	\$410.00
Graduation Fee	\$227.00
Late Application for Graduation Fee	\$100.00
Late Registration for Semester	\$100.00
Library Damage Book Fee	(Varies)
Library Late Return	(Varies)
Library Lost Book Fee	(Varies)
Lost Key	\$75.00
Lost I.D. Card	\$24.00
Official and Unofficial Transcript	\$10.00
Parking (annually)	\$25.00
Residence Hall Lock Out Fee	\$5.00
Single Room Occupancy	\$1,000.00
Transcript Rush Order Processing Fee	\$20.00
(Fee is subject to change based on the delivery method sought through the National Student Clearinghouse.)	

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

**Payment Plan Terms**

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

**Semester Payment Plan Terms**

***Fall***

1 <sup>st</sup> Payment	August 15
2 <sup>nd</sup> Payment	September 15
3 <sup>rd</sup> Payment	October 15
4 <sup>th</sup> Payment	November 15

**Semester Payment Plan Terms (Continued)**

***Spring***

1 <sup>st</sup> Payment	January 15
2 <sup>nd</sup> Payment	February 15
3 <sup>rd</sup> Payment	March 15
4 <sup>th</sup> Payment	April 15

**WITHDRAWAL POLICY**

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

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

**Credit**

Withdrawal before the 1 <sup>st</sup> day of classes	100%
Withdrawal during 1 <sup>st</sup> week	90%
Withdrawal during 2 <sup>nd</sup> week	80%
Withdrawal during 3 <sup>rd</sup> week	80%
Withdrawal during 4 <sup>th</sup> week	70%
Withdrawal during 5 <sup>th</sup> week	70%
Withdrawal during 6 <sup>th</sup> week	60%
Withdrawal during 7 <sup>th</sup> week	50%
Withdrawal during 8 <sup>th</sup> week	50%
Withdrawal after the 8 <sup>th</sup> week	<b>NO CREDIT</b>

There is no reduction in tuition, fees, and room and board made for days absent at the beginning of the semester.

**Note:** Any recipient of Title IV funds that withdraws prior to the end of the term will be subject to the “Return of Title IV Funds” policy. Refer to the Financial Aid Student Consumer Information Guide.

### Official Withdrawal

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

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

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

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

### Administrative Withdrawal

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

### Unofficial Withdrawal

For students who do not officially withdraw from the college:

- Instructors submit a grade of ‘NF’ at mid-term and or final grade submission

with a last date of attendance for all courses enrolled.

- Once all grades of 'NF' have been received, the student's most recent last date of attendance is considered as the unofficial withdrawal date.
- Based on the unofficial withdrawal date determined in the method above, a portion of the student's aid may be returned.

## REFUND POLICY

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

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

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

### **THE STUDENT IS LIABLE FOR ANY REFUND THAT IS GENERATED BY A FINANCIAL AID OVER AWARD.**

The student can prevent over awards by reporting all external awards (scholarships, grants, stipends, tuition waivers, etc.) to the Office of Financial Aid immediately. The external awards should be in writing on the letterhead of the donor or agency. Students with pending scholarships and credit balances are advised to request that the institution hold their credit balance until **ALL** scholarships are posted to their account.

To receive a refund, the student's account must be overpaid.

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

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

**Note:** It should be noted that most financial aid is not on the student's account at the beginning of the semester. Students can access their account through PaineNet with username and password at the following url:

<https://painenet.paine.edu/ics/>.

**Therefore, students should not become alarmed if the first statement does not have any financial aid listed.**

All necessary paperwork should be on file in the Financial Aid Office to ensure that there will be no delays in receiving financial aid. Please keep copies of all receipts and check stubs for personal records.

## OTHER REGULATIONS

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

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

Official and unofficial transcripts are processed at \$10 per request and a fee is added based on the delivery method sought through the National Student Clearinghouse. Transcripts will be released only when accounts are cleared.

All seniors applying for graduation must pay a **NON-REFUNDABLE** fee of \$227.00 regardless of participation in the ceremony by the deadline as specified by the Office of the Registrar. The fee covers select graduation activities, announcements, caps, gowns, Paine College stoles, tassels, Paine College zipper pulls, and diploma covers (activities and items

are subject to change without notification). Fees paid for services by members of special groups, e.g., Alpha Kappa Mu Honor Society, are also **NON-REFUNDABLE**.

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

***TUITION AND FEES ARE SUBJECT TO CHANGE WITHOUT NOTICE***

## FINANCIAL AID

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

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

### SATISFACTORY ACADEMIC PROGRESS FOR THE DISBURSEMENT OF FINANCIAL AID

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

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

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

#### **Qualitative Measure (Grade Point Average):**

A financial aid recipient is required to meet the grade point average standards as stated below:

CUMULATIVE HOURS ATTEMPTED	MINIMUM CUMULATIVE GPA REQUIRED
0-27 hours	1.7
28-59 hours	1.8
60-93 hours	2.0
94 and above	2.0

**Quantitative Measure (Grade Point Average):**

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

ENROLLMENT STATUS	MAXIMUM NUMBER OF ACADEMIC YEARS	MAXIMUM NUMBER OF SEMESTERS
FULL-TIME	6	12
THREE QUARTER-TIME	7	14
HALF-TIME	11	22
LESS THAN HALF-TIME	31	62

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

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

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

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

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

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

*Example:*

*If a student attempted a total of 0-27 hours Fall and Spring, then the student would be expected to earn a minimum*

*cumulative grade point average of 1.7 to be making progress.*

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

*Example:*

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

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

- A. *Course Repeats, Incompletes, Withdrawals, and Enhancement Courses*** will be counted as hours attempted. Federal regulations [34 CFR Section 668.2 (b)] limit student financial aid eligibility for repeated coursework. Only one repetition is allowed for a course that has been previously taken and passed. This change does not limit students from retaking previously passed coursework multiple times, but it does limit federal Title IV payment for previously passed courses. Financial aid will pay for only one repetition of a course that was previously passed. (Passing includes grades of A, B, C or D.) This regulation applies to both full- and part-time students.
- B. *Cumulative Hours Attempted*** is defined as all credit hours attempted at Paine College with a grade assignment of A, B, C, D, F, NF, WF, WP, W, NC, S, U, I, K, or CP. Audited courses are not counted towards hours attempted or hours completed. Course Credit by Examination will be counted towards overall hours attempted.
- C. *Cumulative Hours Earned*** is defined as credit hours successfully completed with grade assignments of A, B, C, or D and

will be counted towards hours attempted and earned.

- D. *Transfer Hours Accepted*** towards the degree must be reflected on the Paine College transcript and will be counted towards hours attempted and earned.
- E. *Monitoring Progress***  
Satisfactory Academic Progress is evaluated at the end of each semester.
- F. *Financial Aid Warning***  
Students are placed on Financial Aid Warning for one semester and may continue to receive financial aid. If the student is not making satisfactory academic progress at the end of each semester, a warning or probation status will enable continued receipt of financial aid. Students who are placed on a warning status do not have to submit an appeal.
- G. *Financial Aid Probation***  
Students are placed on Financial Aid Probation for one academic semester if they fail to meet the qualitative and/or quantitative standard. Students are informed in writing of their probationary status by the Financial Aid Office. Students who are placed on probation may continue to receive financial aid in the probationary period, however, they must submit an appeal, which includes documentation with information as to why he/she failed to make satisfactory academic progress. Students are also required to submit an Academic Plan from his/her Academic Advisor for the probationary period. At the conclusion of the probationary period, students must meet the qualitative and quantitative standards in order to avoid being placed on financial suspension.
- H. *Financial Aid Suspension***  
Students are placed on Financial Aid Suspension if they fail to meet the

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

**I. *Appeals Process***

Students placed on Financial Aid Suspension may appeal to the Committee on Financial Aid Satisfactory Academic Progress. To appeal, students must submit typed written explanations along with supporting official documentation detailing the mitigating or extenuating circumstances which resulted in the noncompliance of the SAP standards. Incomplete appeals will not be considered. Each appeal will be considered on its own merit. Students will receive written notification of the Committee's decisions. All decisions made by the Committee are final. Students approved for reinstatement of financial aid will be placed on probation for a period of one academic year. Financial aid will be awarded based on available funding at the time of reinstatement. Students not approved for reinstatement must clear all SAP deficiencies at their own expense before additional reinstatement consideration is extended.

**FINANCIAL AID APPLICATION PROCEDURES**

1. A Free Application for Federal Student Aid (FAFSA) must be completed online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) each year. On the application, Paine College should be designated as the college to receive the federal needs analysis report. The Paine College school code is 001587.

2. If selected for verification, the verification process must be completed.
3. Financial aid award letters will be prepared after all documents have been received in and approved by the Financial Aid Office.

### FINANCIAL AID VERIFICATION

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

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

Resolution requires approved written documentation.

Federal regulation 34 CFR 668.16(g) requires an institution to refer to the Office of the Inspector General any credible information indicating that an applicant for Title IV aid may have engaged in fraud or other criminal misconduct in connection with his or her application. Examples include false claims of

independent student status, false claims of citizenship, use of false identities, forgery of signatures of certifications, and false statements of income.

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

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

### NOTICE OF FEDERAL STUDENT FINANCIAL AID PENALTIES FOR DRUG LAW VIOLATIONS

According to the U.S. Department of Education, if a student is convicted of a drug offense after receiving federal financial aid, notification to the Office of Scholarships and Financial Aid must occur immediately. The student is not eligible for further aid, must self-certify eligibility for federal aid concerning drug convictions on the FAFSA, and will be required to pay back all aid received after the loss of eligibility. If a student has been convicted of a drug offense while applying to receive Title IV federal financial aid, the conviction must be reported on the FAFSA. For additional information on this requirement, consult the U.S. Department of Education website at <https://studentaid.gov/understand-aid/eligibility/requirements/criminal-convictions> or call a Federal representative at 1-800-433-3243. The time for ineligibility for aid varies based on conviction type and number of offenses. Information concerning Paine College' substance abuse policy can be found in the Student Life Policy Manual, Volume VII, page 22, [https://paine.edu/c/document\\_library/get\\_file?uuid=14d934ce-ef74-4c2b-8d2e-02ba9bc11c01&groupId=10217](https://paine.edu/c/document_library/get_file?uuid=14d934ce-ef74-4c2b-8d2e-02ba9bc11c01&groupId=10217).

## TYPES OF FINANCIAL AID

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

### **The Federal Pell Grant Program**

An entitlement program providing grants to eligible students.

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

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

### **The Federal Work Study Program**

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

### **The Federal Direct Loan Program**

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

juniors and seniors with no more than \$5,500 of this amount in subsidized loans.

### **The Federal Direct PLUS Loan Program**

Provides variable interest rate loans to parents of dependent students.

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

### **The Georgia HOPE Scholarship Program**

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

### **The Georgia Tuition Equalization Grant Program**

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

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

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

## **SCHOLARSHIP SELECTION AND RENEWAL CRITERIA**

### **Selection Criteria for Incoming Students**

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

### **Presidential Scholarships**

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

### **Academic Scholarships**

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

### **Transfer Scholarships**

Students entering Paine with at least 24 hours of transferable credit and a cumulative grade point average of at least 3.0 in all college work may be eligible for a transfer scholarship. The

Transfer Scholarship cannot exceed one-half the total cost of tuition. Students receiving a Transfer Scholarship must earn at least **30** credit hours each academic year with a minimum cumulative grade point average of 3.0 in order to maintain eligibility. Deficiencies may be cleared during the summer term at the expense of the recipient.

### **Central Savannah River Area (CSRA)**

#### **Tuition Scholarship**

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

### **Music Scholarship**

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

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

### **Paine College Initiative Scholarship for New Students**

The Paine College Incentive Scholarship was initiated to assist new students with their financial gaps. The award amount is \$2,000 per year. Students who are interested in the Incentive Scholarship are required to sign a contract. The scholarship award amount may range from \$1 to

\$2000. Scholarships are renewable by maintaining a cumulative grade point average of 2.1, while earning at least 30 credit hours per academic year, and maintaining excellent attendance (complete 90% of all courses). The recipient must fulfill the Admissions requirements of Paine College, and enroll as a full-time student (at least 12 credit hours) each term throughout its entirety. All applicants must complete the Free Application for Federal Student Aid (FAFSA) and provide all verification documents as required by the Financial Aid Office. In addition, the applicant must create a profile on the United Negro College Fund (UNCF) web portal simply by navigating to [uncf.org](http://uncf.org).

### **Paine College Initiative Scholarship for Returning Students**

Paine College Initiative Scholarships are awarded to currently enrolled students based on a minimum cumulative GPA of 2.1. The applicant must have excellent class attendance that will be verified by the Registrar's Office. The scholarship award amount may range from \$1 to \$2,000. Scholarships are renewable by maintaining a cumulative grade point average of 2.1, while earning at least 30 credit hours per academic year, and maintaining excellent attendance (complete 90% of all courses). The recipient must be enrolled as a full-time student (at least 12 credit hours) each term throughout its entirety. All applicants must complete the Free Application for Federal Student Aid (FAFSA) and provide all verification documents as required by the Financial Aid Office. In addition, the applicant must create a profile on the United Negro College Fund (UNCF) web portal simply by navigating to [uncf.org](http://uncf.org).

## **CHURCH-RELATED GRANTS**

### **United Methodist/Christian Methodist Episcopal Grant**

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

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

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

### **United Methodist/Christian Methodist**

### **Episcopal Minister's Dependent Grant**

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

## **OTHER GRANTS**

### **Alumni Dependent Grant**

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

### **Athletic Grant**

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

### **The College Fund/UNCF Remission Grant**

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

### **Sibling Grant**

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

### **Iraq and Afghanistan Service Grant**

The Iraq and Afghanistan Service Grant is awarded to a student whose parent or guardian died as a result of performing military service in

Iraq or Afghanistan and the student is not receiving a Federal Pell Grant only because of that program's need requirement. The Iraq and Afghanistan Service Grant award amount provided to an eligible student for an award year may not exceed the maximum Federal Pell Grant for that award year with adjustments, if necessary, for things such as the student's enrollment status and the student's Title IV cost of attendance (COA) used to determine financial need.

It is important to note that the Iraq and Afghanistan Service Grant is not based on an eligible student's financial need nor is it considered estimated financial assistance that reduces the amount of any other Federal student aid that the student may also qualify for. It is also important to note that effective with the 2012-2013 award year, the duration of a student's eligibility to receive an Iraq and Afghanistan Service Grant is limited to a total of 12 semesters (or its equivalent).

### **Paine College Opportunity Grant**

The Opportunity Grant is used to assist students who have an unmet financial need, meet the cost of tuition and fees. This grant is offered to a student based on individual need and circumstances. The award amount varies from student to student. This grant is NOT renewable. All applicants must complete the Free Application for Federal Student Aid (FAFSA) if applicable and provide all verification documents as required by the Financial Aid Office. In addition, the applicant must create a profile on the United Negro College Fund (UNCF) web portal simply by navigating to [uncf.org](http://uncf.org). The student must attend Paine College for two years, be enrolled as a full-time student, and maintain a cumulative GPA of 2.0 each academic year.

### **Honda Campus All Star Program Grant**

The Paine College Honda Campus All Star program (HCASC) is funded by grants received from the Honda Cooperation since 1989 similar to the College Bowl and the official academic

championship for America's Historically Black Colleges and Universities. It is also supported by numerous people and organizations within the community that act as sponsors. The Paine College HCASC program consists of the HCASC Club and the HCASC Varsity team. The HCASC Club consists of twelve (12) or more students interested in quiz bowl. The HCASC Varsity team consists of four (4) students that compete on behalf of Paine College in local and national competitions. Grants are used to support HCASC students financially in their educational endeavors. Each graduating senior is awarded a \$1,000 grant to assist with graduate studies and expenses. The graduating senior with the highest-grade point average and is graduating with distinguished honors (Valedictorian or Salutatorian) will be awarded \$2,000. The \$2,000 will be used for graduate studies and expenses. HCASC grant can also be used to assist students with their undergraduate fees and educational expenses, if needed. HCASC monies are also used for travel to competitions and to purchase supplies and equipment for the program and players to be competitive.

## **TUITION WAIVERS**

### **Dependent Tuition Waiver**

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

### **Spousal Tuition Waiver**

Paine College will provide fully paid tuition to an academically qualified spouse of regular, full-time employees, employed for one full year (12 months), when verification of spousal status is presented and approved. The waiver is contingent on completion of a FAFSA, student maintaining satisfactory academic progress, and

approval by the Vice President of Administrative and Fiscal Affairs. The waiver is not valid for tuition overloads or student fees.

### **Staff Tuition Waiver**

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

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

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

### **Scholarship Assistance Center**

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

### **For All Institutional Scholarships**

- If renewable, the scholarship may be renewed for a period of eight consecutive semesters, excluding summers.
- The scholarship cannot be used to cover tuition overload charges.
- ***Students must have an enrollment status of full-time.***
- ***Students must complete the FAFSA and a profile on UNCF.org.***
- The scholarship is automatically canceled due to withdrawal or suspension.
- ***Students must also have no violations of the PC Code of Conduct.***

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

- The scholarship cannot be converted to cash.
- The scholarship cannot exceed direct costs (for on campus recipients: tuition, comprehensive fees, room and board; for off campus recipients = tuition, and comprehensive fees).
- The scholarship cannot cover indirect costs, such as supplies, miscellaneous, transportation, and living expenses for recipients residing off campus.
- The scholarship awards will be applied *after* all other funding resources (excluding student loans) have been applied.

## ADMISSIONS

### CRITERIA

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

### APPLICATION DEADLINES

*All applications are accepted on a year-round/rolling basis within academic calendar parameters.*

Fall Semester	July 1 (rolling target)
Spring Semester	Dec. 1 (rolling target)
Summer Session	May 1 (rolling target)
Online Courses/ Programs	Year-round Rolling
CAPS/PALS/Evening College	Year-round /Rolling

(Paine Adult Learning Students in Evening College/CAPS)

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

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

The online admission application can be found at the Paine College homepage underneath the tab labeled "Admissions" or by using the specific link below:

[https://painenet.paine.edu/ics/Admissions/Admissions.jnz?portlet=Apply\\_Online\\_2.0&screen=Begin%2f%2f48041444-b622-43a2-8fc7-530950664287&screenType=next%27](https://painenet.paine.edu/ics/Admissions/Admissions.jnz?portlet=Apply_Online_2.0&screen=Begin%2f%2f48041444-b622-43a2-8fc7-530950664287&screenType=next%27)

### THE COLLEGE NAVIGATOR

The College Navigator is a free consumer tool designed to provide information about Paine College and other postsecondary institutions in terms of programs offered, graduation and

retention rates, types of aid available, campus safety, accreditation, student activities, career and placement services, transfer credit, and approximate student expenses. The website is managed through the National Center for Education Statistics with the Paine College information located at

[https://nces.ed.gov/globallocator/col\\_info\\_popup.asp?ID=140720](https://nces.ed.gov/globallocator/col_info_popup.asp?ID=140720) and the general link found at <https://nces.ed.gov/collegenavigator/>.

### DESCRIPTION OF APPLICANTS

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

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

The units must include:

English	4 units
Mathematics	4 units
Natural Sciences	4 units
Social Sciences (one history)	3 units
(must include one unit on U.S. Studies and one unit on world studies)	

The Same Foreign Language 2 units  
OR

American Sign Language 2 units  
OR

Computer Science 2 units

The two units of the same foreign language must have an emphasis on speaking, listening, reading, and writing. The two units of computer science must have a coding and programming emphasis.

Electives may include courses that are consistent with the Paine College curriculum.

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

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

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

### **EARLY ADMISSION PROGRAM**

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

### **DUAL ENROLLMENT**

Motivated high school students (10<sup>th</sup> - 12<sup>th</sup> grade) may enroll in Paine College's Dual Enrollment program and earn college credit(s) while earning high school credit(s) who qualify

to participate. The Dual Enrollment program covers tuition, (delete mandatory) fees, and required textbooks. To be admitted to the Dual Enrollment program students should set up an account and profile at GAfutures, <https://www.gafutures.org> and apply for Admission to Paine College [www.paine.edu](http://www.paine.edu).

Applicants must

1. Contact your high school counselor for assistance with the GAfutures application process and to select approved college courses in English, math, social sciences, and foreign language.
2. Assisted by the counselor, submit an Official high school transcript with a weighted 2.5 and above GPA.

Questions or concerns, contact the Paine College Dual Enrollment Coordinator at [dualenrollment@paine.edu](mailto:dualenrollment@paine.edu) or (706) 396-7560.

### **TRANSFER STUDENTS**

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

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

**Paine Adult Learning Students (PALS) –  
Center for Advanced Professional Studies  
(CAPS)/Evening College**

Paine College offers a collegiate environment for adult learners through evening courses and eight-week session term courses leading to majors in business administration, psychology, and sociology. It extends the College's learning community beyond the core partnership of faculty and traditional degree students, furthering the educational mission of Paine College in a welcoming setting for working and adult learners. To be admitted to the institution and classified as a working adult/evening college student, an applicant must meet one of the first three conditions involving age, high school or GED completion, or military service **and all** students must meet the mandatory requirement of documented transferable postsecondary coursework (minima of 30 semester hours of credit) already completed at the undergraduate level:

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

**APPLICATION PROCEDURES**

**First-Time Freshman Students and  
Continuing Students**

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

- Completed Paine College Application for Admission
- Non-refundable application fee of \$25 (\$45 for international students)
- SAT or ACT score reports
- Official high school transcript demonstrating graduation with a minimum grade point average (GPA) of 2.0 on a 4.0 scale with 16 units of college preparatory courses from a school accredited by a state or institution accredited by an approved U.S. Department of Education accrediting agency (with the agency being in good standing) (final transcript or GED).
- Immunization Certificate: A completed certificate of immunization for measles, mumps, and rubella (MMR), tetanus and varicella must be received before enrollment. Hepatitis B is required if the applicant is 18 years of age or younger at the time of enrollment.
- COVID Testing: COVID protocols dictate that students either show proof of negative test results or complete a religious exemption form that is filed with the Campus Pastor and Counseling Center. At Paine College, COVID-19 protocols in brief require the following:
  - Wear a mask during visits to Paine College and upon entering all campus buildings.
  - Utilize the temperature check stations upon entering campus buildings.
  - Practice social distancing.

- Utilize hand sanitizer stations located in any Paine College facilities.
- For more information contact the the Assistant Dean of Students at [jdingle@paine.edu](mailto:jdingle@paine.edu) or 706.821.8302, or the Health and Wellness Center.

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

### TRANSFER STUDENTS AND CONTINUING STUDENTS

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

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

Applicants who have completed less than 30 semester credit hours of college work at another post-secondary institution which is accredited

by an approved U.S. Department of Education accrediting agency must also submit an official final high school transcript and/or official GED score along with SAT or ACT scores.

**Standardized test scores are not required for applicants who have been out of high school for five years or longer.** Failure to submit information about all college work will result in academic sanctions which may include dismissal and denial of admission. Advanced placement credit acceptability and equivalency is determined by the Office of the Registrar. Students may be awarded course credit for Paine College courses listed in the Academic Catalog following the receipt of official documentation that the student scored at least three (3) on the advanced placement (AP) test. Course credit for AP credit will be officially posted to the academic record only after official enrollment and after the close of the add/drop period for the semester of enrollment.

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

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

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

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

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

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

### **TRANSIENT OR EXCHANGE STUDENTS**

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

- Be in good academic standing (2.0 minimum grade point average) and eligible to return
- Submit a copy of the course description from the other institution to their academic advisor for prior approval of course work

- Complete a “Transient or Exchange Student” application form
- Submit completed and approved “Transient or Exchange Student” application form to the Office of the Registrar

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

No course will be accepted without prior approval.

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

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

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

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

### **RE-ADMISSION**

Students whose attendance has been interrupted for one semester or more and who wish to return must apply for re-admission. Applications should be submitted to the Office of Admissions thirty (30) days prior to the beginning of the semester in which enrollment is desired. Applications for re-admission should be secured from and returned to the Admissions Office

upon completion. Students who have been **suspended** or **dismissed** for academic reasons should refer to the sections on **Academic Suspension** and **Academic Dismissal**. Students who have attended other institutions during the period of enrollment interruption will be required to submit the following additional documents as a part of the readmission process:

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

## SPECIAL AND PART-TIME STUDENTS

### Special Student:

A special student is a non-degree seeking student.

- **Audit Status:** Prospective students who want to audit courses are required to submit an admission application, an application fee, a high school transcript with graduation certified or GED, a certificate of immunization, and pay tuition and fees. Academic credit will not be granted for audited courses.

### Part-time Student:

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

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

When a non-degree seeking student desires to change enrollment status to degree seeking, all requirements for new freshmen or transfers must be met. Students requesting upper-level courses must submit a college transcript verifying that

prerequisites have been met. (See appropriate section on **Application Procedures** or **Transfer Students**).

### Post-Baccalaureate Students:

A prospective student who already holds a bachelor's degree from an accredited institution may be admitted and enroll as a post-baccalaureate student after submitting an admission application, an application fee, a certificate of immunization, an official transcript from the postsecondary institution that conferred the bachelor's degree, and pay tuition and fees. These students must:

- Complete a minimum of 31 semester credit hours (not including Common Curriculum hours) of academic study to count toward a degree at Paine College with the final transcript for auditing purposes serving as the official record for verification purposes, and the
- Final course must be taken at Paine College

## VETERANS

Paine College is approved by the Department of Veterans Affairs to certify veterans' education benefits for approved undergraduate programs of study through the institution facilitated through the Office of the Registrar. The following guidelines and requirements are set for students who receive Department of Veterans Affairs (VA) Benefits under Provisions of Chapters 30, 31, 32, 33, 35 and 38, or Chapter 1606, Title 10, U.S. Code. Failure to comply with these guidelines may result in the termination of benefits. Eligible students must have completed all college admissions requirements and must be fully admitted into a degree program before Enrollment Certification (VA form 22-1999) can be submitted to the Veterans Administration. To enable veterans to apply for formal educational programs leading to the award of a degree, Paine College is able to grant

academic credit according to the recommendations listed in the “**Guide to the Evaluation of Educational Experiences in the Armed Services**,” which is published by the American Council on Education.

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

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

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

### **Veterans Services - Pending Payment Compliance Statement**

In compliance with Title 38 United States Code Section 3679(3), Paine College has updated its academic regulations for persons participating in courses of education and the removal of penalties for those individuals with delayed VA funding. Covered individuals: A covered individual is any individual who is entitled to receive educational assistance under one of the following chapters: Veteran Readiness and Employment (Chapter 31) or Post-9/11 GI Bill (Chapter 33) benefits. Students may be required to produce the VA Certificate of Eligibility (COE) or a VAF 28-1905 for Chapter 31 authorization purposes, and continue to notify the registrar’s office of certification needs to receive veterans benefits. Paine College will not impose a penalty on covered individuals based on delayed funding disbursement from the VA under Chapters 31 or 33 including late fees, the denial of classes, the Collins-Callaway Library, or other facilities, or securing additional or alternative funds.

### **Short Absences**

Paine College will accommodate short absences for service in the military, active duty, provided that academic progress is being made prior to the deployment of service members and reservists prior to suspending studies.

### **INTERNATIONAL STUDENTS**

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

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

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

statement from the appropriate financial institution.

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

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

### **POLICIES ON AWARDING TRANSFER CREDIT AND EVALUATING ACADEMIC RECORDS**

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

An official evaluation (Evaluation of Transfer Credit or Academic Assessment) will be done by the Office of the Registrar once fully accepted, **providing all supporting official documents are on file.** Official documents include but are not limited to official transcripts, test scores, and official documents required for admission. Electronic transcripts received via the National Student Clearinghouse, National Student Clearinghouse Exchange, EScrip-Safe, Joint Services Transcript (JST), and Parchment are considered official transcripts. The official evaluation will be made accessible to the Financial Aid Office to assist with the determination of classification for the purposes of awarding financial aid. The evaluation is also made accessible to Student Support

Services and academic department advisors so that courses to be used to satisfy program graduation requirements can be determined and properly credited and recorded on the program sheet to be shared with the student. Those accepted in the major must be placed on the eight-semester program of study within thirty (30) days of enrollment.

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

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

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

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

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

**Quarter Hour to Semester Hour Conversion Table**

Quarter Credits	Semester Credits
1	0.67
2	1.33
3	2
4	2.67
5	3.33
6	4
10	6.67
12	8
15	10
30	20
45	30
60	40
90	60

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

**STUDENT EMAIL**

Upon acceptance and full admission to Paine College, a student receives a student i.d. number. The Information Technology Services department establishes student e-mail accounts. Students are responsible for accessing their Paine College e-mail through which all official notices and information are disseminated.

### INFORMATION TECHNOLOGY SERVICES (ITS)

After establishing a student e-mail account and i.d. number, students will need to register for Ealerts, the campus-wide notification system for announcements, safety, inclement weather, and other forms of broad campus communication. The alert system provides notices through mobile devices and campus e-mail. To contact the Information Technology Services department contact [ITS@paine.edu](mailto:ITS@paine.edu) or 706.396.7600.

### CAMPUS VISITS

The Office of Recruitment and Admissions and Office of Student Affairs work collaboratively to conduct virtual and on-site campus tours. Contact the Office of Student Affairs to request a campus tour at 706.821.8282 or 706.821.8320 or go online and schedule a campus tour at <https://www.paine.edu/web/admission/tours>. Groups and individuals are asked to schedule tours at least two weeks in advance.

Prospective students are invited to attend Paine College Open Houses during the fall and spring semesters. The Open House days provide parents, families, and students an opportunity to leisurely look at the College, learn more about the application process, financial aid, scholarships, degrees and majors, and co-curricular opportunities. Visit the College website for additional information at <https://www.paine.edu/web/admission/tours>.

Admissions → Admissions Process → Tours  
Campus tours are not booked until you receive an email or telephone call confirming the date and time. To confirm campus visits 48 hours after online booking contact [PCSTUDENTAFFAIRS@gmail.com](mailto:PCSTUDENTAFFAIRS@gmail.com).

### CAMPUS SAFETY AND SECURITY

The Paine College Campus Safety and Security department works with the campus community to provide a safe living and learning atmosphere and culture. The department uses proactive security and policing methods to secure the community. For emergencies, dial 911. For office contact information, general inquiries, the

campus operator, and campus nurse, call the following:

Security Office: 706.821.8235  
Security Cell Phone: 706.840.0119  
Campus Operator: 706.821.8200  
Campus Health/Asst. Dean of Students:  
706.821.8357

## STUDENT AFFAIRS

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

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

### NEW STUDENT ORIENTATION

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

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

New Student Orientation occurs prior to the first week of each semester and provides an opportunity to become familiar with College rules and regulations as well as academic requirements. This is also a time, when students

become acquainted with the staff and facilities of the College. Social events and other activities are arranged to assist students in adjusting to their new environment. Some sessions are targeted to parents.

### COUNSELING

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

### DISABILITY SERVICES

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

### RESIDENCE LIFE

The College provides on-campus housing facilities for registered students. Three residence halls for women (e.g., Graham Hall, Berry Gomillion Hall, and Jackson House) and three for men (e.g., Ervin Hall, Hollis Hall, and Gray Hall) provide a home away from home for residential/boarding students. Each residence hall is administered by a director who is responsible for management and supervision,

programming, facilitation of student development, emergency intervention, community health, smooth operations, counseling, and promoting an environment that is safe, well-maintained, and conducive to studying. Resident assistants help the directors with management, as well as, the coordination of residence hall activities.

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

Residential, on-campus housing is provided to students under the age of 21 (on the first day of entering classes for the semester enrolled) with the exception of individuals who identify with and are part of the following categories:

- Being the primary caretaker of dependent children;
- Being married;
- Taking only online coursework;
- Taking fewer than six semester credit hours of Paine College academic courses for credit
- Being strictly a dual enrollment student;

The Office of Residence Life supports the Paine College mission by providing students with a safe living – learning environment that supports academic pursuits and achievement and personal development and responsibility. For more information contact [spaige@paine.edu](mailto:spaige@paine.edu), 706.821.8634.

## CAREER SERVICES

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

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

The Office of Career Services provides resume writing assistance, cover letter assistance, mock interviews, and job search assistance. Career Counseling and the IStart Strong Interest Inventory are also available to assist students with choosing majors and careers. In addition, The Office of Careers Services houses the Michael L. Thurmond Career Information Library that contains employer directories, labor market information, college catalogs, and computer and print access for internships and employment opportunities. Students classified as seniors are required to complete the following items in preparing to graduate: 1) career services graduating seniors checklist, 2) professional resume' and cover letter, 3) participate in a mock interview in professional dress with career services staff, 4) attend a career fair and/or networking event with alumni and/or employers, 5) attend a graduate school event (information session) or graduate school preparation workshop, 6) attend a financial literacy workshop, 7) complete a LinkedIn profile, and 8) complete a career services graduate survey.

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

## STUDENT ACTIVITIES

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

## STUDENT GOVERNMENT ASSOCIATION

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

## STUDENT ORGANIZATIONS

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

- Brother to Brother
- Business Club
- Commuter Student Association

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

## FRATERNITIES AND SORORITIES

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

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

## STUDENT HEALTH SERVICES

Health Services are managed through the Counseling & Wellness Center. Medical services are provided by off-campus partners, who are contracted with Paine College to provide limited health care in an efficient, ethical, and confidential manner to the campus

community and present preventive medical programs designed to promote good physical wellness. Mental health services are available through certified counselors who work in the Counseling Center. The Immunization Record Form and Medical History Forms must be submitted to the Office of Student Affairs prior to enrollment. All students must ensure that these documents are kept current. Any changes should be submitted as soon as possible. The Immunization Record Form and Medical History Forms are provided online and in the Office of Student Affairs. Medical procedures are outlined in the Student Handbook. Additional details concerning the direction and operation of the campus-based student health center are available through the Office of Student Affairs by contacting all personnel (706-821-8282) or references to the student handbook.

several individual sports (e.g., kickball, dodgeball, and basketball).

Additional information concerning intramurals and student affairs overall can be found in the Student Life Policy Manual and/or the Student Handbook in addition to contacting professional staff in the student affairs administrative unit at 706-821-8282 ([jdingle@paine.edu](mailto:jdingle@paine.edu)) or 706-821-8390 ([jhorstead@paine.edu](mailto:jhorstead@paine.edu)).

## ATHLETICS

Intercollegiate athletic competition plays an important role in the lives of students. The present athletic program includes five varsity teams. Women's teams compete in three sports: basketball, volleyball, and softball. Men's teams compete in two sports: basketball and baseball. Paine College is a member of National Christian College Athletic Association (NCCAA) Division I South Region.

## INTRAMURALS

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

Activities include flag football, basketball, softball, tennis, bowling, track and field, and

## ACADEMIC REGULATIONS

### THE SEMESTER SYSTEM

The academic year is divided into two periods of sixteen weeks each, Fall and Spring Semesters. In addition, eight-week sessions comprise Fall I, Fall II, Spring I, and Spring II terms. There is also a Summer Session. Students may enter the College at the beginning of either semester, eight-week term, or the Summer Session.

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

The College also utilizes a split semester term for courses offered through PALS/CAPS – Paine Adult Learning Students, the Center for Advanced Professional Studies and for distance education courses. All courses must meet the equivalent of 750 contact minutes per credit value of the course.

### ORIENTATIONS AND DELIVERY MODE PREPARATION

For students taking traditional, face-to-face delivered courses, new and returning student orientation is offered each semester in the David and Betty C. Peterson Health Education Activities Learning (HEAL) Complex and other venues such as the Gilbert-Lambuth Memorial Chapel and Peters Campus Center on campus. Students taking online courses through Paine College's distance education delivery will participate in an online orientation attuned to asynchronous learners with ready, on demand access. Students enrolled in online courses will

also be required to complete a distance education readiness assessment.

### ACADEMIC LOAD REGULATION

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

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

### STUDENT CLASSIFICATION

Students are expected to complete an average of 31 semester credit hours per academic year. To allow for reasonable variations, classifications are determined on the following basis:

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

## DEGREE REQUIREMENTS

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

Candidates for a degree must have completed all the academic requirements of the College as defined in the Paine College Catalog for the year and term of their first enrollment.

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

## GRADUATION REQUIREMENTS

Candidates for degrees must file an application for candidacy by the specified deadline listed in the Academic Calendar and have an official degree audit completed by the Registrar before the final examination period in the semester prior to the one in which all requirements for graduation will be met. Application for graduation is completed online via PaineNet. Additionally, a degree audit completed with an academic advisor and signed by the Academic Department must be submitted to the Office of the Registrar by the specified deadline to

complete the application process. Students who apply after the deadline will be subject to a late application for graduation fee. This fee must be paid at the time of application. Late applications will not be accepted past the deadlines for late application for graduation, as outlined on the Academic Calendar. Students should be aware that:

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

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

Students must complete the following requirements for graduation:

- Common Curriculum, major requirements, and electives to bring the total semester credit hours for graduation to a minimum number of 124 semester credit hours
- Submission of all official transcripts of work completed at other institutions by the deadline as specified by the Office of the Registrar to ensure credit towards degree
- A major in one of the fields (the specified sequence of course work)
- A minimum of 31 semester credit hours (not including Common Curriculum

hours) of academic study to count toward a degree MUST be completed at Paine College with the final transcript for auditing purposes serving as the official record for verification purposes

- Final course must be taken at Paine College
- ***A cumulative grade point average of 2.0 in all courses taken at the College and 2.5 in all courses in the major with no grade less than a “C” in any course designated (\*) as a major course (designated by each major)***
- A passing score on the Sophomore Proficiency Examination in English; (to be completed during the sophomore year and/or before graduation)
- A passing score on the Senior Comprehensive Major Field Examination
- Completion of all course requirements by the date the semester ends as stipulated by the calendar for the main campus
- Complete senior project/field paper or thesis
- Clearance of all financial obligations to the College
  
- Note: While the sequence of courses of individual programs of study for established majors is intended to guide student matriculants for the said major, the student must be aware that s/he must complete all common curriculum requirements, the declared major program of study, and satisfy all requirements for graduation.
  
- Approval by the faculty and Board of Trustees

The Registrar’s Office presents candidates for graduation to the Provost and Vice President of Academic Affairs who presents the candidates to the faculty. This process entails certification that each candidate will have met all academic requirements for the degree prior to graduation.

The President shall present the candidates to the Board of Trustees for approval. A student who fails to receive approval for graduation has the right to appeal, in writing, to the Office of Academic Affairs. Failure to fulfill all requirements will not qualify one for an appeal.

## **AWARDING OF DEGREES**

Degrees for all students (main campus, online, Paine Adult Learning Students (PALS/CAPS)) will be awarded during the annual graduation ceremony held in May after students have met all requirements for graduation as described in the *College Catalog*. Degrees for students who have completed requirements and who do not choose to participate in the ceremony will be mailed upon request and at the expense of the student.

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

## **DUPLICATE DEGREES**

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

fee must be received before the degree order is processed. The duplicate degrees will be ordered by April 1. Requesters will be notified when the order has been received.

## COMMON CURRICULUM

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

### **1. Communication (Literacy – Written, Oral, Technology, 12 credit hours)**

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

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

- a. Students will be able to apply the steps of the scientific method to research (data collection, data analysis/interpretation and making decisions) and clearly represent the problem and its solution visually.

- b. Students will be able to solve problems using mathematical models, algebraic formulas, and statistical methods.

### **3. Spiritual & Philosophy (7 credit hours)**

- a. Students will be able to create a moral argument based on a global perspective, considering the varying structure of systems.
- b. Students will be able to discuss the scope of religion and faith in social relationships.

### **4. Global Awareness (Culture, History, Diversity, Foreign Language, Citizenship, Heritage, Community & Health and Wellness) & Social Values (23 credit hours)**

- a. Students will be able to analyze the similarities and differences between cultures and heritages by including customs, practices, historic relevance, diversity, artistic expression and values through written and oral communication.
- b. Students will be able to develop registers within a foreign language to present in writing and orally.
- c. Students will be able to apply principles of ethics, social development, and health and wellness in their daily attitudes, behaviors, and interactions while participating in a local/community-based project using a theoretical framework.

### **5. Financial Literacy (0 credit hours)**

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

category within the course, EDU 101 – Preparing for Excellence.

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

<b>Common Curriculum Courses</b>	<b>Hours</b>
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**Communication (12 hours)**

ENG 101, Composition I, 3 hrs  
ENG 102, Composition II, 3 hrs  
CSC 100, Computer Applications & Programming, 3 hrs  
ENG 242, Fundamentals of Speech Communication, 3 hrs

**Critical Thinking & Quantitative Reasoning (14 hours)**

**Science Majors:**

**Choose the course sequence (BIO or CHEM):**

BIO 111, Principles of Biology I, 4 hrs  
BIO 112, Principles of Biology II, 4 hrs  
OR  
CHE 120, General Chemistry I, 4 hrs  
CHE 121, General Chemistry II, 4 hrs

**Non-Science Majors:**

**Choose Two Courses**

ESC 101, Environmental Science, 4 hrs  
Fundamentals  
BIO 102, Principles and Applications, 4 hrs  
of Biological Science  
PHS 101, Principles and Applications, 4 hrs  
of Physical Science  
PHS 110, Intro. to Atmospheric Science, 4 hrs

**And then, choose:**

PSY 201, Intro. To Psychology, 3 hrs  
OR  
SOC 201, Intro. To Sociology, 3 hrs

**And then, select:**

**Choose the appropriate course requirement for the departmental major (Business, Humanities, Mass Media, Arts,**

**Religion/Philosophy, Social Sciences, and Education):**

MAT 122, College Algebra, 3 hrs  
OR  
MAT 126, Precalculus, 3 hrs

**Spiritual & Philosophy (7 hours)**

PHI 230, Problems of Philosophy, 3 hrs  
OR  
PHI 234, History of Western Philosophy, 3 hrs  
AND  
REL 230, Essentials of the Christian Faith, 2 hrs  
REL 231, Religions of the World, 2 hrs

**Global Awareness & Social Values (23 hours)**

ART 120, Art Appreciation, 3 hrs  
OR  
MUS 120, Music Appreciation, 3 hrs  
AND  
ENG 232, Introduction to Literature, 3 hrs  
HIS 112, World History, 3 hrs  
HIS 104, African American History, 3 hrs

**Plus, choose a language sequence:**

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

AND

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

**Financial Literacy (0 hours)**

Students will be able to apply core financial management principles and procedures in their personal lives and various contexts. Note: The thematic category content is presented within an

existing course in another category; the credit hour is accounted for in the Global Awareness & Social Values thematic category within the course, EDU 101 – Preparing for Excellence.

**Total Common Curriculum Credit Hours:  
56 hours**

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

HIS 103 -- Not applicable for students entering after Spring 2020\*

\*\*ENG 242 -- Required for students entering after Spring 2020

**COLLEGE ASSEMBLY/CONVOCATION**

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

Each student is expected to attend all assembly/convocation programs as these programs are an integral part of the College experience. (They represent the affective component of the curriculum.) A student may miss a maximum of two assemblies per semester without penalty.

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

As the Paine working adult learning students/evening college (PALS/CAPS) admission status generally provides educational opportunities for working adults, these students are eligible for exemption from the College requirement. For ease of exemption, student status as a working adult/evening college student upon admission and clearance will serve as the exemption notice to the office of student affairs. A list of working adult students will be provided to student affairs for exemption purposes from running and final enrollment reports from the office of academic affairs. In order to be exempt, a student must provide

written documentation to the Office of Student Affairs and Enrollment Management each Fall and Spring semester. The documentation should include the name of the student, LION ID number, place of employment and work schedule. The student will receive notification of exemption approval via email within seven (7) days of document submission. In some cases, additional documentation may be requested. Completion of the exemption process is the responsibility of the student and is not automatically granted because a student is enrolled as a working adult student and taking evening and/or night courses. A copy of the approval will be forwarded to the Office of Academic Affairs.

**SOPHOMORE PROFICIENCY EXAMINATION IN ENGLISH (SPEE)**

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

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

## SENIOR COMPREHENSIVE MAJOR FIELD EXAMINATION

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

## GRADING SYSTEM/QUALITY POINTS

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

**Course credit is awarded for earned semester credit hours only.**

## CUMULATIVE GRADE POINT AVERAGE (CGPA)

The cumulative grade point average is calculated by dividing the total number of quality points earned by the total number of

hours attempted. The total of hours attempted includes only hours for grades of A, B, C, D, F, WF and NF. All other grades, including grades of “W” and “WP”, do not calculate into the sum of hours attempted or quality points earned. Additionally, transfer credit accepted is not included in the computation of the cumulative grade point average or major field grade point average.

In computing the ratio of quality points to attempted semester credit hours, the hours for a repeated course will be counted only once. The highest grade earned in a repeated course during or after the Fall 1982 semester will determine the number of credits and quality points if the course has been or is repeated and a higher grade was or is earned.

## INCOMPLETE GRADES

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

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

## GRADE CHANGES

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

## ADDING AND DROPPING CLASSES

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

## SUBSTITUTION OF COURSES

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

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

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

All requests for course substitutions must be submitted with a strong justification which addresses the type of course and prescribed outcomes of the course. The request must

receive approval from the faculty advisor, the respective Department Chair, and the Provost and Vice President of Academic Affairs. Course Substitution Forms can be obtained by the Faculty Advisor from the Office of Academic Affairs.

## REPETITION OF COURSES

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

## AUDITING COURSES

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

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

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

class regularly will be dropped from the class with a grade of “W”.

**Zero credit will be given for audited courses.**

## **FINAL EXAMINATIONS**

Final examinations in all courses are on scheduled days at the end of each semester. Copies of these examinations are filed with Department Chairs and the Provost and Vice President of Academic Affairs. Grades are filed with the Registrar. Students **MUST** take final examinations during the final examination period as scheduled and should refrain from requesting early or late examinations. If an instructor teaches more than one section of the same course, only by consent of the instructor, a student may shift from one course section to another to take a final examination.

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

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

***Students who stop attending class(es):***

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

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

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

Students are expected to address and complete payment on financial obligations with the institution. In addition to not being permitted to attend class in cases of unpaid obligations,

students will also be unable to receive degrees, records, or transcripts.

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

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

## **COURSE CREDIT BY EXAMINATION**

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

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

## **GUIDELINES FOR CREDIT BY EXAMINATION**

1. Students must make a formal application to the faculty advisor. The application should include:
  - Title of course for which the examination is to be given

- Reason for request
  - Prior experience which subsumes course content (documentation required)
2. Approval must be given by the appropriate Department Chair and the Provost and Vice President of Academic Affairs prior to the administration of an examination.
  3. Examinations will be administered only once.
  4. Students must score at least 70 percent.
  5. Date of examination will be decided by the department.

A department may use any one of the following tests:

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

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

## **STUDENT RECORDS AND RELEASE OF INFORMATION**

Students may have access to their own educational records during regular office hours by contacting the Registrar's Office (there is a cost for transcripts). A student may appear in person or send a written request, including signature, to view their academic record. Students who appear in person and those who send a written request may be asked to provide

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

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

- Name
- Address
- Date of birth

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

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

## **TRANSCRIPTS**

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

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

Transcripts are processed in the order in which they are received. Requests are typically processed within 5-7 business days (attendance dates prior to 2000) and 3-5 business days (attendance dates 2000 and later) from the date

received in the Office of the Registrar excluding delivery time. Processing time begins from the date the request is cleared by the Business Office. This processing time does not apply to holidays, school closings and peak periods such as Registration and Commencement. Please visit the Office of the Registrar’s webpage for additional processing options. Additional costs may apply.

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

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

## **ACADEMIC HONESTY**

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

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

### ***Definitions:***

Cheating on examinations or assignments includes giving, receiving, offering or soliciting information on tests or written assignments and using notes or books other than those explicitly

permitted by the faculty person during an examination.

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

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

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

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

## **COPYRIGHT INFRINGEMENT POLICIES AND SANCTIONS**

Students are strongly advised to adhere to copyright policies and engage in ethical behaviors with computer usage and file sharing. Copyright infringement involves the reproduction or distribution of a copyrighted work in terms of downloading, uploading, or file-sharing without permission as well as computer misuse and intellectual property violations. Copyright infringement could result in civil or criminal penalties. The Code of Student Conduct offers guidance in the Student Life Policy Manual, Policy Manual Section 7.5.3.9, and the Community Policies, Policy Manual II, Section 2.6.3.4.2, Hardware and Software policies, Section 2.5.4, and Academic Honesty in the Academic Policies, Policy Manual VI, Section 6.2.11. For detailed information, consult the website of the U.S. Copyright office at [www.copyright.gov](http://www.copyright.gov).

## **IDENTITY THEFT AND DATA SECURITY**

As part of ongoing data and information security efforts, the College has established community policies concerning prevention, risk assessment, and notification and reporting procedures. The College has adopted the “Red Flag Program” that includes security for the size and complexity of the institution, alerts from others, service provider arrangements, security for covered accounts, detection, prevention, and mitigation of threats with oversight offered through the Office of Information Technology Services ([ITStaff@paine.edu](mailto:ITStaff@paine.edu), 706.306.7600) and policy guidance in Policy Manual II, Community Policies, Section 2.1.11. The College ensures that virus protections are current, institutes password changes, avoids use of social security numbers, ensures website security, secures destruction of applicable documents, notifies law enforcement in the event of identity theft, and maintains information necessary for College purposes.

## **DISCIPLINARY ACTION PROCEDURES**

When a faculty or staff member has substantial evidence that a student has engaged in dishonest conduct which requires action within the bounds of his or her jurisdiction, the faculty or staff member shall notify the student in writing of the violation and the action taken (Policy Manual 1 and/or 2) within twenty-four (24) hours. A copy of such notification should be submitted to the Provost and Vice President of Academic Affairs. If the conduct requires disciplinary action beyond the authority (Policy Manual 3 - 6) of the faculty or staff member, a written report should be made to the Provost and Vice President of Academic Affairs and the Dean of Student Affairs within twenty-four (24) hours. A copy of this written report must be given to the student. The Provost and Vice President of Academic Affairs will determine the penalty(ies) in discussion with the faculty person for violations within forty-eight (48) hours of receipt of the report based on the number and severity of the violation(s) committed by the individual student.

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

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

1. Failing grade on work for which the violation was committed\*
2. Dropping the grade earned in a course by one letter grade\*
3. Failure of the course
4. Suspension from the course
5. Suspension from Paine College
6. Permanent dismissal from Paine College

\*Penalties will be applied by faculty in cooperation with the Office of Academic Affairs, the Provost and Vice President of Academic Affairs.

## **APPEALS**

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

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

### **Grade and Attendance Records Appeals**

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

In the event of Grade and Attendance complaints or disputes, the student must first appeal to the faculty member involved for a resolution to the matter and must do so no later than 30 days after the first class day of the next

semester. Exceptions will be granted in which appeals may be considered after this time period given extenuating circumstances. A grade dispute monitoring form may be retrieved by the student from the Office of Academic Affairs to help guide the formal appeals process. An additional explanation of complaint may also be attached for further clarification. Or the student may simply place their concern in writing.

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

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

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

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

## **SENIOR HONORS**

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

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

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

## **DEAN'S LIST**

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

## **HONOR ROLL**

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

## **GOOD STANDING AND ACADEMIC PROGRESS**

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

<b>Attempted Hours of Regular CR Work</b>	<b>Cumulative Grade Point Average Required</b>
0 - 27 hours	1.7
28 - 59 hours	1.8
60 - 93 hours	2.0
94 hours and above	2.0

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

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

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

### **WARNING**

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

A maximum course load of 13 semester credit-hours and reduced involvement in extra-curricular activities are among the

recommended courses of action to increase the student's success levels.

## **PROBATION**

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

## **ACADEMIC SUSPENSION**

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

## **ACADEMIC DISMISSAL**

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

enroll. After a third dismissal, the student will be ineligible to reapply to Paine College.

## **APPEAL**

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

The letter of appeal can be emailed to [appealletter@paine.edu](mailto:appealletter@paine.edu) or mailed to:

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

## **READMISSION**

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

## **RETENTION PROGRAM**

Persistence Matters, the retention, progression, and graduation program at Paine College, was developed to establish frameworks and intervention strategies across departments to

enable admitted students to successfully address academic challenges. The program targets students who exhibit unsatisfactory grade outcomes across courses with special attention given to common curriculum courses that require completion before taking major level courses. Student success initiatives take the form of intrusive advising, active engagement with professors and advisors, maintaining currency with academic program requirements, following programs of study, tailored supplemental instruction, tutoring across a diverse array of subjects, academic mindset and study skills workshops, and early alerts at points across the semester. All students admitted to the College, with an acute focus on first-time freshmen and transfer students are paired with a faculty major academic advisor to provide guidance, program of study tracking and pathways, course schedule guidance, and overall academic support. Freshmen and sophomore students who have not declared a major are paired with staff in Student Support Services (SSS). Students who experience academic challenges will also be entered into the program, so that an individualized success track can be developed. Cross-departmental collaborations and referrals are implemented in order to address within classroom challenges toward satisfactory academic outcomes. With primary academic instruction followed by tutoring, the retention program works collaboratively with academic departments to conduct student checks involving course scheduling, grades, advising, academic audits, attendance, and other forms of academic support. The academic progress of students who have been placed on warning, probation, or readmitted following an appeal receive concentrated assistance and progress monitoring.

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

Through a system of planned program activities, the retention program aggressively implements

retention, successful academic progression, and graduation strategies.

## WITHDRAWAL FROM A COURSE

To withdraw from a course a student must:

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

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

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

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

## WITHDRAWAL FROM THE COLLEGE

### Official Withdrawal

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

- Obtain an *Official Withdrawal from College Form* from the Office of the Registrar, located in Haygood-Holsey Room 112. The date of pickup is noted on the withdrawal form and is considered the

official date of intent to withdraw and subsequently, the effective withdrawal date.

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

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

For a student who is unable to pick-up an *Official Withdrawal From College Form*, the date the student notifies the Registrar's Office of his/her intent to withdraw via telephone at (706) 821-8303 or the date of receipt of the intent to withdraw submitted to the Registrar's Office via fax transmittal, email, U.S. mail, or courier service will be posted to the students record as the official withdrawal date. Each

notification is attached to an *Official Withdrawal from College Form* and circulated for appropriate signatures. Notification of withdrawn students will be provided by the Office of the Registrar to pertinent offices for review and necessary adjustments.

### **Unofficial Withdrawal**

For students who do not officially withdraw from the college:

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

### **RETURNING TO COLLEGE**

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

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

### **ADVANCED PLACEMENT**

Students who enter the College with advanced placement credits earned while in high school may receive college credit if they present scores of at least “3” on the tests that are taken following the completion of the courses.

Additional details regarding advanced placement may be obtained by contacting the Registrar. Advanced placement credit acceptability and equivalency is determined by the Office of the Registrar. Students may be given course credit for Paine College courses listed in the Academic Catalog following the receipt of official documentation that the student scored at least three (3) on the advanced placement (AP) test. Course credit for AP credit will be officially posted to the academic record only after official enrollment and after the close of the add/drop period for the semester of enrollment.

### **INDEPENDENT STUDY**

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

### **INDEPENDENT STUDY GUIDELINES**

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

5. A signed copy of the course syllabus must be submitted with the request for an Independent Study.

## **INDEPENDENT STUDY STEPS**

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

## **INTERNSHIP**

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

## **INTERNSHIP GUIDELINES**

The specific guidelines governing internships are established by the respective program subject to review by the Curriculum Committee and approved by the Provost and Vice President of Academic Affairs. Students should obtain

the syllabus, internship guidelines, etc. from the program area in charge of the internship.

The placement of students, the assignment of supervisors, monitoring and evaluation are the responsibility of the program within each academic department.

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

## **COOPERATIVE EDUCATION PROGRAM**

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

Thus, the student is able to integrate classroom work with practical on-the-job experience while studying for the undergraduate degree. It should be noted that students who enter the program as sophomores, do not graduate in the normal period of four years because of the requirements of alternating work and study periods.

A student may, upon application and approval, receive college level credit for this experience. All co-op students (credit and noncredit) must register and pay the appropriate fees prior to beginning the assignment.

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

## **SUMMER SESSION**

Paine College offers summer sessions commensurate with the institutional academic calendar. Students enrolling in summer school may take a maximum of 15 credit hours including all sessions, if the schedule of classes allows such.

To receive financial aid, a student must be enrolled in a minimum of six (6) semester credit hours for the summer semester.

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

## **INTERSESSIONS**

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

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

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

An individual may make an inquiry to TRACS regarding complaint procedures or about issues and concerns that could be considered complaints at which time TRACS will direct the individual to the TRACS website at

[www.tracs.com](http://www.tracs.com) with instructions on downloading the packet containing the Policies and Procedures for Complaints Against Member Institutions, the TRACS Complaint Information Sheet, and the TRACS Complaint Processing Form. However, the TRACS response and its obligations to meet the specific timetables outlined in these procedures will begin only after the complainant submits all documents required in the TRACS Complaint Information Sheet.

## **ATTENDANCE POLICY FOR SUMMER SCHOOL**

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

## **CLASS ATTENDANCE**

Class attendance is framed by Paine College's established policy as follows and found in Policy Manual, VI, Section 6.6.3, Class Attendance.

### *Policy Manual VI, Academic Policies 6.6.3 Class Attendance*

Students should attend ALL classes for courses in which they are registered. Faculty will begin recording student's absences from the class session immediately following the student's registration; however, students will be held responsible for all class work beginning with the first day of class.

Absences for official school business shall not be counted against the allowed absences, providing the student presents proper documentation notifying the faculty person. Email notification may also be received from the Office of Academic Affairs.

When a student has exceeded the limit of the number of allowed absences, he or she may

remain in class only at faculty discretion. The faculty will consider appropriate documentation for emergencies when such documentation is presented on the day the student returns to class. Students should attempt to contact faculty via the Paine College e-mail system to request absence from a class session.

Students who stop attending a class will be issued a failing grade of 'NF' accompanied by a last date of attendance. The grade of 'NF' is computed in accordance with the grade scale of the institution.

Students should attend ALL classes for courses in which they are registered. Therefore, students are expected to participate in course activities in order to develop themselves and to contribute to their classes. Faculty will begin recording the student's absences the class session immediately following the student's registration; however, students will be held responsible for all class-work beginning with the first day of class. Students will be allowed to be absent the equivalent of one class period (50 minutes) equivalent to the credit value of the class plus two additional 50 minute periods. Students are cautioned that classes meeting more than 50 minutes (e.g., classes meeting twice per week for three or more credits) result in the equivalent of 1+absentees each time the student is absent. A special caution is issued for summer school courses. When a student has exceeded the limited number of absences, he or she may remain in class only at faculty discretion. The faculty will consider appropriate documentation for emergencies when such documentation is presented on the day the student returns to class. Three tardies shall constitute one absence. A student is tardy when less than fifteen minutes of a class session is missed. If the student misses fifteen or more minutes of a class session, this is considered an absence. Absences incurred the day preceding or immediately following a school holiday carry a double penalty. Faculty persons shall submit a request to the Vice President of Academic Affairs to withdraw a student who has exceeded the allowed absence limit. The student shall be

notified in writing by the Vice President of Academic Affairs and shall receive the grade of W, WP, or WF. Absences for official school business shall not be counted against the allowed absences, providing the student presents proper documentation notifying the faculty person.

## **STUDENT CONDUCT AND DUE PROCESS**

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

## **STUDENT CONDUCT REMOVAL**

Faculty members have the authority to dismiss from class any student who disrupts or disturbs class proceedings. Students are further referred by the instructor of record to the Assistant Dean of Student Affairs for follow-up student code of conduct compliance.

## **FACULTY ATTENDANCE**

In case the faculty of record is prevented from meeting a traditional, face-to-face course at the prescribed, scheduled time, and without any additional information concerning class dismissal from academic affairs administration, College administration, the department chair, or another departmental faculty member, students are required to wait fifteen (15) minutes before assuming that class is cancelled and exiting the instructional space/classroom area. A sign-in sheet should be left with the Office of Academic Affairs to denote student attendance along with the course prefix, time, date, and course title.

## **ONLINE COURSES AND PROGRAMS**

Paine College offers online courses utilizing the Blackboard Learning Management System. Courses offered at a distance engage in regular and substantive interaction. Courses are identified in PaineNet as online and are offered during the eight-week sub-terms. Courses and programs are being scaled in for online, asynchronous delivery over a five-year period with pilot courses first offered during the spring 2022 semester. All academic regulations remain the same although the College offers courses at different times and modalities with traditional day courses, evening courses, and

online instruction. Paine College is approved to offer distance education courses through TRACS, the Georgia Nonpublic Postsecondary Education Commission, and NC-SARA. Information concerning distance education state authorization, GA-SARA, TRACS, and student complaints can be found online under the academics tab off of the home page at the following url:

<https://paine.edu/web/mycampus/distance-education-student-complaints/sara>

## ACADEMIC PROGRAMS

### THE CURRICULUM

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

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

### COMMON CURRICULUM

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

### MAJORS

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

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

1. Biology (B.S.)
2. Business Administration (B.S.)
3. History (B.A.)
4. Mass Communications (B.A.)
5. Mathematics (B.S.)
6. Psychology (B.A.)
7. Sociology (B.A.)

### Declaration of a Major

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

### Change of Major

In order to change a major, the student must:

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

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

### MINORS

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

## DEPARTMENT OF HUMANITIES

### MAJOR HISTORY

### MINOR HISTORY FRENCH SPANISH

#### MISSION

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

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

#### GOALS

The goals of the Department of Humanities are to:

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

4. Promote the development of Christian character.

#### HISTORY MAJOR PURPOSE

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

#### HISTORY MAJOR OBJECTIVES

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

## HISTORY MAJOR PROGRAM LEARNING OUTCOMES

1. Content Knowledge: Upon completion, graduates with a bachelor's degree in history will be able to identify significant historical and current events from the United States, Europe, and non-Western civilizations, and establish meaningful connections among them.
2. Critical Thinking and Reasoning: Upon completion, graduates with a bachelor's degree in history will be able to evaluate historical and current events using social, cultural, economic, technological and political assessments.
3. Research: Upon completion, graduates with a bachelor's degree in history will be able to produce a properly researched and well-argued historical analysis.
4. Communication: Upon completion, graduates with a bachelor's degree in History will be able to deliver clear, well-organized, effective, and formal oral presentations of conducted research.

## REQUIREMENTS FOR HISTORY MAJORS

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

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

Prerequisites include a passing grade in HIS 460.

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

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

## Common Curriculum Requirements: 56 hrs

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

<b>General Electives</b>	<b>23</b>
<b>Total Credit Hours</b>	<b>124</b>

## HISTORY MINOR

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

## FOREIGN LANGUAGES

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

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

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

## GENERAL LANGUAGE REQUIREMENTS

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

If a student transfers to Paine having completed a full academic year of college credit in a foreign language generally accepted by an institution of higher education which is accredited by an approved U.S. Department of

Education accrediting agency, Paine will accept that credit as fully satisfying foreign language requirements. If a student transfers to Paine with at least one-half of an academic year of college credit in a foreign language not taught at Paine, that language will be accepted if the student completes an academic year of credit in that language at an accredited institution.

### **MINOR FIELD REQUIREMENTS IN SPANISH**

<b>Courses</b>	<b>Hours</b>
SPA 322 Intermediate Spanish I	3
SPA 323 Intermediate Spanish II	3
SPA 342 Conversational Spanish	3
SPA 343 Adv Conversation and Comm	3
SPA 426 Survey of Spanish Literature I	3
SPA 427 Survey of Spanish Literature II	3
SPA 440 Afro-Hispanic Literature	<u>3</u>
<b>Total Hours</b>	<b>21</b>

### **MINOR FIELD REQUIREMENTS IN FRENCH**

<b>Course</b>	<b>Hours</b>
FRE 322 Intermediate French	3
FRE 323 Intermediate French II	3
FRE 342 Conversational French	3
FRE 343 Adv. Conversation and Comm.	3
FRE 426 Survey of French Literature I	3
FRE 427 Survey of French Literature II	3
FRE 440 Afro-French Literature	<u>3</u>
<b>Total Hours</b>	<b>21</b>

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

## COURSE SEQUENCE FOR THE HISTORY MAJOR

FRESHMAN YEAR									
Fall Semester				CR	Spring Semester				CR
EDU	101	Preparing for Excellence	1	HIS	104*	African American History	3		
ENG	101	Composition I	3	MAT	122	College Algebra	3		
HIS	112*	World History	3	ENG	102	Composition II	3		
FRE	220	Elementary French I <b>OR</b>		HIS	103	Survey of U.S. History	3		
SPA	220	Elementary Spanish I	3	SOC	201	Introduction to Sociology	3		
ENG	242	Fund of Speech Communications	3	PED	121	Fund and Tech of Activities II	1		
CSC	100	Computer Applications and Prog.	<u>3</u>	FRE	221	Elementary French II <b>OR</b>			
				SPA	221	Elementary Spanish II	<u>3</u>		
				<b>16</b>					<b>16</b>
<p>HIS 103 Not applicable for students entering after Spring 2020            ENG 242 Required for students entering after Spring 2020</p>									
SOPHOMORE YEAR									
Fall Semester				CR	Spring Semester				CR
PSY	201	Introduction to Psychology	3	ENG	232	Introduction to Literature	3		
PHI	220	Values and Society	2	MUS	120	Music Appreciation <b>OR</b>			
PHS	101	Fund and Tech Activities I	1	ART	120	Art Appreciation	3		
PHS	101	Prin. & App. Physical Sci. <b>OR</b>		BIO	102	Prin. & App. of Bio. Science	4		
PHS	120	Intro to Atmospheric Science	4	HIS	104*	African American History	3		
REL	230	Essentials of the Christian Faith	2	HIS	223*	U.S. History Since 1865	3		
HIS	222	U.S. History to 1865*	3			General Elective	<u>2</u>		
		General Elective	<u>3</u>						
				<b>18</b>					<b>18</b>
JUNIOR YEAR									
Fall Semester				CR	Spring Semester				CR
ECO	231*	Macroeconomics	3	GEO	231	World Regional Geography	3		
HIS	402*	History of Sub-Saharan Africa	3	HIS	310*	Georgia History	3		
HIS	348*	Women in US History	3	HIS	330*	Medieval Europe	3		
HIS	311*	Latin American History	3	PHI	230	Problems of Philosophy	3		
		General Elective	<u>3</u>			General Elective	<u>3</u>		
				<b>15</b>					<b>15</b>
SENIOR YEAR									
Fall Semester				CR	Spring Semester				CR
HIS	332*	Late Modern Europe	3	HIS	440*	United States Diplomatic History	3		
ENG	460*	Historical Methodologies	3	POS	410*	International Relations	3		
REL	231*	Religions of the World	2	HIS	461	History Research Project	3		
POS	330*	United States Government	3			General Elective	<u>3</u>		
		General Elective	<u>3</u>						
				<b>14</b>					<b>12</b>

**Total Credit Hours: 124** ----- \* Indicates the courses used to calculate 2.5 GPA for the major courses. A grade of "C" or better is required in all major courses and major electives.

Note: While this sequence of courses is intended to guide student matriculants for the said major, the student must be aware that s/he must complete all common curriculum requirements, the declared major program of study, and satisfy all requirements for graduation.

## DEPARTMENT OF MATHEMATICS, SCIENCES AND TECHNOLOGY

### MAJORS

**BIOLOGY**

**MATHEMATICS**

**MATHEMATICS WITH A COMPUTER SCIENCE CONCENTRATION**

### MINORS

**BIOLOGY**

**MATHEMATICS**

### **GOALS**

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

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

9. Increase the number of highly qualified minority scientists and teachers of natural sciences and mathematics
10. Provide global perspectives on the applications of the sciences, engineering, mathematics, and computer technology

### **MAJORS**

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

- 37 hours for students majoring in pre-professional biology
- 40 hours for students majoring in mathematics
- 58 hours for students majoring in mathematics with a concentration in computer science

### **MINORS**

Minors are offered in each of the departmental areas.

### **BIOLOGY MAJOR PURPOSE**

The purpose of the Biology program is to prepare students for successful careers and professions in the biological sciences and for

entry into medical, graduate, and health related professional schools.

## **BIOLOGY MAJOR OBJECTIVES**

The objectives for students majoring in Biology are to:

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

## **BIOLOGY MAJOR PROGRAM LEARNING OUTCOMES**

1. Theory and Knowledge: Upon completion, graduates with a bachelor's degree in Biology will be able to examine problems involving the fundamental principles and concepts of biology, molecular biology, and ecology.
2. Theory and Knowledge: Upon completion, graduates with a bachelor's degree in Biology will be able to examine various components relating to

the anatomy and taxonomy of plants, animals, and human organ systems.

3. Critical Thinking and Reasoning: Upon completion, graduates with a bachelor's degree in Biology will be able to solve scientific problems using quantitative and qualitative reasoning.
4. Research: Upon completion, graduates with a bachelor's degree in Biology will be able to conduct scientific, ethical, and publishable research.
5. Communication: Upon completion, graduates with a bachelor's degree in Biology will be able to deliver clear, well-organized, oral presentations of conducted research.

## **MAJORS AND MINORS**

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

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

## **BIOLOGY MAJOR**

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

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

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

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

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

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

### **MAJOR FIELD PAPER REQUIREMENT IN BIOLOGY**

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

### **BIOLOGY EXIT EXAMINATION**

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

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

Part B consists of a Department-produced section. This Department-produced section will

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

### **BIOLOGY MINOR**

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

### **REQUIREMENTS FOR BIOLOGY MAJORS**

<b>Major Core</b>	<b>Hours</b>
BIO 220 Human Anatomy and Physiology I	4
BIO 227 Vertebrate Zoology	4
BIO 320 Plant Physiology	4
BIO 321 Genetics	4
BIO 322 Cell Biology	4
BIO 425 Ecology	4
BIO 431 Microbiology	4
BIO 470 Seminar I/ Intro Seminar	0
BIO 471 Seminar II/Inter Seminar	0
BIO 472 Seminar III/Adv Seminar	0
BIO 473 Seminar IV/Sr Field Seminar	1

### **Electives in Biology** **Hours** (at least 8 hours at 300+ level) \*

BIO 202 Scientific & Medical Terminology	2
BIO 221 Human Anatomy & Physiology II	4
BIO 226 Invertebrate Zoology	4
BIO 303 Histology	4
BIO 310 Systematic Botany	4
BIO 329 Entomology	4
BIO 441 Embryology	4
BIO 450 Independent Research	2-4

BIO 460 Special Topics 1-4

### SUPPORT COURSES

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

<b>Chemistry</b>	<b>Hours</b>
CHE 120 General Chemistry I	4
CHE 121 General Chemistry II	4
CHE 334 Organic Chemistry I	4
CHE 335 Organic Chemistry II	4
CHE 421 General Biochemistry	4

<b>Physics</b>	<b>Hours</b>
PHY 201 College Physics I	4
PHY 202 College Physics II	4

<b>Mathematics</b>	<b>Hours</b>
MAT 220 Calculus I	4

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

### PHYSICS, AND ENVIRONMENTAL SCIENCE OBJECTIVES

The objectives for students minoring in Physics and Environmental Science are to:

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

4. Increase the number of minority graduates in the environmental professions

### MAJORS AND MINORS

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

### MATHEMATICS WITH A CONCENTRATION IN COMPUTER SCIENCE OBJECTIVES

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

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

## MAJORS AND MINORS

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

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

### MATHEMATICS MAJOR PURPOSE

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

### MATHEMATICS WITH A CONCENTRATION IN COMPUTER SCIENCE LEARNING OUTCOMES

1. Theory and Knowledge: Upon completion, graduates with a bachelor's degree in Mathematics will be able to solve problems in calculus, linear algebra, and differential equations.
2. Critical Thinking and Reasoning: Upon completion, graduates with a bachelor's degree in Mathematics or Mathematics/Computer Science will be able to determine the validity of a given argument and construct mathematical proofs independently

3. Research: Upon completion, graduates with a bachelor's degree in Mathematics or Mathematics/Computer Science will be able to conduct scientific, ethical, and publishable research.
4. Communication: Upon completion, graduates with a bachelor's degree in Mathematics or Mathematics/Computer Science will be able to present scientific, ethical, and publishable research.
5. Computer Science Theory and Knowledge: Demonstrate mastery of Computer Science in the following core knowledge areas of Algorithms, Data Structures, and Complexity, Programming Languages and Compilers, Software Engineering and Development, Computer Hardware and Architecture.
6. Computer Science Programming: Apply problem-solving skills and the knowledge of computer science to solve real problems employing programming using languages such as Java and C++.

### MATHEMATICS MAJORS

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

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

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

## **MATHEMATICS WITH CONCENTRATION IN COMPUTER SCIENCE**

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

Additional courses required are the PHY 201 and PHY 202.

### **MAJOR FIELD EXAMINATION REQUIREMENT IN MATHEMATICS**

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

### **MAJOR FIELD PAPER REQUIREMENT IN MATHEMATICS**

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

## **MATHEMATICS MINOR**

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

### **REQUIREMENTS FOR MATHEMATICS MAJOR**

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

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

### **SUPPORT COURSES**

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

<b>Physics</b>	<b>Hours</b>
PHY 201 College Physics I	4
PHY 202 College Physics II	4

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

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

<b>Mathematics Core</b>	<b>Hours</b>
MAT 220 Calculus I	4
MAT 221 Calculus II	4
MAT 222 Calculus III	4
MAT 309 Discrete Mathematics	3
MAT 322 Real Analysis	3
MAT 334 Linear Algebra	3
MAT 335 Statistics	3
MAT 344 Number Theory	3
MAT 442 Differential Equations	3
MAT 450 Modern Algebra	3
MAT 472 Seminar I	0
MAT 473 Seminar II	1

<b>Computer Science Core</b>	<b>Hours</b>
CSC 226 Introduction to Computers	3
CSC 230 Prin. of Programming I	3
CSC 231 Prin. of Programming II	3
CSC 340 Object Oriented Programming. I	3
CSC 341 Object Oriented Programming. II	3
CSC 462 Operating System	3
CSC or MAT elective (numbered 200 or above*)	6

## SUPPORT COURSES

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

<b>Physics</b>	<b>Hours</b>
PHY 201 College Physics I	4
PHY 202 College Physics II	4
CSC 230 Principles of Programming I or	3
CSC 340 Object Oriented Programming I	

A grade point average (GPA) of 2.5 is required for Mathematics Majors with a concentration in Computer Science. This GPA is computed using the Mathematics core courses and the Computer Science core courses.

## PRE-PROFESSIONAL DEGREES

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

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

**COURSE SEQUENCE FOR THE BIOLOGY MAJOR (including studies leading to the pre-professional sciences)**

<b>FRESHMAN YEAR</b>									
<b>Fall Semester</b>				<b>CR</b>	<b>Spring Semester</b>				<b>CR</b>
BIO	111	Principles of Biology I		4	BIO	112	Principles of Biology II		4
MAT	122***	College Algebra		3	ENG	102	Composition II		3
ENG	101	Composition I		3	ART	120	Art Appreciation <b>or</b>		
CSC	100	Computer Applic and Prog		3	MUS	120	Music Appreciation		3
EDU	101	Prep for Excellence		1	CHE	121	General Chemistry II		4
CHE	120	General Chemistry I		4	MAT	126	Pre-Calculus		3
				<b>18</b>					<b>17</b>

<b>SOPHOMORE YEAR</b>									
<b>Fall Semester</b>				<b>CR</b>	<b>Spring Semester</b>				<b>CR</b>
ENG	232	Introduction to Literature		3	HIS	104	African American History		3
PED	120	Fund and Tech of Activities I**		1	REL	231	Religions of the World		2
SPA	220	Elementary Spanish I <b>or</b>			BIO	470*	Seminar I		0
FRE	220	Elementary French I		3	PSY	201	Intro to Psychology <b>or</b>		
PHI	220	Values and Society		2	SOC	201	Intro to Sociology		3
HIS	112	World History		3	SPA	221	Elementary Spanish II <b>or</b>		
REL	230	Essentials of the Christian Faith		2	FRE	221	Elementary French II		3
ENG	242	Fundamentals of Speech Communication		3	PED	121	Fund and Tech Activities		1
					PHI	230	Problems of Philosophy		3
				<b>17</b>					<b>15</b>

<b>JUNIOR YEAR</b>									
<b>Fall Semester</b>				<b>CR</b>	<b>Spring Semester</b>				<b>CR</b>
BIO	320*	Plant Physiology		4	BIO	322*	Cell Biology		4
BIO	321*	Genetics		4	BIO	472*	Seminar III		0
BIO	471*	Seminar II		0	BIO	227*	Vertebrate Zoology		4
CHE	334	Organic Chemistry I		4	CHE	421	Organic Chemistry II		4
BIO	220*	Human Anatomy and Physiology I		4	MAT	220	Calculus I		4
				<b>16</b>					<b>16</b>

<b>SENIOR YEAR</b>									
<b>Fall Semester</b>				<b>CR</b>	<b>Spring Semester</b>				<b>CR</b>
PHY	201	College Physics I		4	PHY	202	College Physics II		4
BIO	473*	Seminar IV		1	BIO	Elec*Electives		4	
BIO	431*	General Microbiology		4	CHE	431	General Biochemistry		4
BIO	Elec* Electives			4	BIO	425*	Ecology		4
				<b>13</b>					<b>16</b>

**Total Credit Hours: 128**

\*\*\* Students may satisfy MAT 122 prerequisite by taking the credit by examination offered by the MST department each semester. See department for details. All Credit by Examination policies still apply. (See section on 'Credit by Examination').

\*\*May take PED 210 instead of PED 120 or PED 121; or may take HED 225 instead of PED 120 and PED 121.

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

(\*) Indicates the courses used to calculate the required 2.5 major field GPA.

HIS 103 Not applicable for students entering after Spring 2020\*

\*\*ENG 242 Required for students entering after Spring 2020

Note: While this sequence of courses is intended to guide student matriculants for the said major, the student must be aware that s/he must complete all common curriculum requirements, the declared major program of study, and satisfy all requirements for graduation.

## COURSE SEQUENCE FOR THE MATHEMATICS MAJOR

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

**Total Credit Hours: 128**

\*\*\* Students may satisfy MAT 122 prerequisite by taking the credit by examination offered by the MST department each semester. See department for details. All Credit by Examination policies still apply. (See section on 'Credit by Examination'). HIS 103 Not applicable for students entering after Spring 2020\* \*\*ENG 242 Required for students entering after Spring 2020 \*\*May take PED 210 instead of PED 120 or PED 121; or may take HED 225 instead of PED 120 and PED 121. A grade of "C" or better is required in all major, support and prerequisite courses.

(\*) Indicates the courses used to calculate the required 2.5 major field GPA.

Note: While this sequence of courses is intended to guide student matriculants for the said major, the student must be aware that s/he must complete all common curriculum requirements, the declared major program of study, and satisfy all requirements for graduation.

**COURSE SEQUENCE FOR THE MATHEMATICS MAJOR  
CONCENTRATION IN COMPUTER SCIENCE**

<b>FRESHMAN YEAR</b>						
<b>Fall Semester</b>			<b>CR</b>	<b>Spring Semester</b>		<b>CR</b>
MAT	122	College Algebra *****	3	MAT	126* Pre-Calculus	3
EDU	101	Prep for Excellence	1	ENG	102 Composition II	3
ENG	101	Composition I	3	HIS	104 African American History	3
ART	120	Art Appreciation or	3	CCS	100 Computer Applic and Prog	3
MUS	120	Music Appreciation				
HIS	112	World History	3	BIO	112 Principles of Biology II or	
				CHE	120 <b>General Chemistry II</b>	4
BIO	111	Principles of Biology I	4	PED	121 Fund and Tech of Activities II**	<u>1</u>
CHE	120	General Chemistry I or				
PED	120	Fund and Tech of Activities I**	<u>1</u>			
			<b>18</b>			<b>17</b>
<b>SOPHOMORE YEAR</b>						
<b>Fall Semester</b>			<b>CR</b>	<b>Spring Semester</b>		<b>CR</b>
ENG	232	Introduction to Literature	3	ENG	242 Fundamentals of Speech Communication	3
REL	230	Essentials of Christian Faith	2	PSY	201 Introduction to Psychology or	
SPA	220	Elementary Spanish I or		SOC	201 Intro to Sociology	3
FRE	220	Elementary French I	4	MAT	221* Calculus II	4
MAT	220*	Calculus I	4	PHI	230 Problems of Philosophy	2
PHI	220	Values and Society	<u>2</u>	SPA	221 Elementary Spanish II <b>or</b>	
				FRE	221 Elementary French II	3
				REL	231 Religions of the World	<u>2</u>
			<b>15</b>			<b>17</b>
<b>JUNIOR YEAR</b>						
<b>Fall Semester</b>			<b>CR</b>	<b>Spring Semester</b>		<b>CR</b>
MAT	309*	Discrete Mathematics	3	MAT	Elec*MAT Elective	3
PHY	201	College Physics I	4	PHY	202 College Physics II	4
CSC	230*	Principle of Programming I	3	CSC	250* Algorithms and Data Structures	3
CSC	Elec	CSC 200 level Elective	3	CSC	340* Object Oriented Program I	3
				CSC	231* Principles of Programming II	<u>3</u>
			<b>13</b>			<b>16</b>
<b>SENIOR YEAR</b>						
<b>Fall Semester</b>			<b>CR</b>	<b>Spring Semester</b>		<b>CR</b>
MAT	334*	Linear Algebra	3	CSC	462* Operating Systems	3
MAT	472*	Seminar I	0	MAT	473* Seminar II	1
CSC	341*	Object Oriented Program II	3	CSC	ELEC* CSC Elective	3
MAT	222*	Calculus III	4	MAT	335* Statistics	3
MAT	442*	Differential Equation	2	MAT	450* Modern Algebra	<u>3</u>
MAT	344*	Number Theory	<u>3</u>			
			<b>15</b>			<b>13</b>

**Total Credit Hours: 128**

\*\*\* Students may satisfy MAT 122 prerequisite by taking the credit by examination offered by the MST department each semester. See department for details. All Credit by Examination policies still apply. (See section on 'Credit by Examination'). \*\*May take PED 210 instead of PED 120 or PED 121; or may take HED 225 instead of PED 120 and PED 121. A grade of "C" or better is required in all major, support and prerequisite courses.

(\*) Indicates the courses used to calculate the required 2.5 major field GPA. HIS 103 Not applicable for students entering after Spring 2020\* \*\*ENG 242 Required for students entering after Spring 2020

Note: While this sequence of courses is intended to guide student matriculants for the said major, the student must be aware that s/he must complete all common curriculum requirements, the declared major program of study, and satisfy all requirements for graduation.

## DEPARTMENT OF SOCIAL SCIENCES

### MAJORS

PSYCHOLOGY  
SOCIOLOGY

### MINORS

PSYCHOLOGY  
SOCIOLOGY

### CONCENTRATIONS

GENERAL SOCIOLOGY  
CRIMINOLOGY  
SOCIAL PSYCHOLOGY  
GENERAL PSYCHOLOGY  
COUNSELING

### **MISSION**

Mission of the Social Sciences Department:

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

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

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

Sociology, Criminology, and Social Psychology.

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

### **GOALS**

Goals of the Social Sciences Department:

1. Equip students with the knowledge, skills, values, and ethics that are required to meet the challenges faced by diverse individuals, groups, organizations and communities in a changing global environment.

2. Teach to communicate clearly, intelligently, and effectively, in both writing and speaking, in their academic as well as professional careers.
3. Arm students with skills and viewpoints to solve multifarious social problems, to employ in communication and collaboration across the social science disciplines, and to utilize a mutual infrastructure for social science research.
4. Empower and encourage students to develop a sense of social responsibility and commitment to equity in a multicultural and multiracial society and apply these values in working with individuals and families, creating learning environments, and collaborating with community members and agencies.

### **PSYCHOLOGY MAJOR PURPOSE**

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

### **PSYCHOLOGY MAJOR PROGRAM LEARNING OUTCOMES**

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

Research. The Program Learning Outcomes will be based upon areas identified.

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

### **PSYCHOLOGY MAJOR REQUIREMENTS**

Psychology majors must complete a minimum of 124 credit hours for graduation. These requirements are divided into the following areas: Common Core Curriculum, Area of Concentration, Psychology major curriculum, electives, and other support courses (based on the concentration selected by the student).

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

**SENIOR COMPREHENSIVE EXIT EXAMINATION**

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

**SENIOR RESEARCH PROJECT**

A student is also required to successfully present a “Senior Research Project”. The Senior Research Project is taken in three different courses: PSY 471, PSY 472 and PSY 473. A major requirement for PSY 473 is the completion of the research in written form and an oral presentation to the faculty and students in the Department. The student must receive a minimum grade of “ C “ in the written portions for the three courses and must earn an average score of “ 3”, (on a scale of 1-5) from the faculty evaluations on the presentation. A student whose

presentation falls below the average will be required to present again a few weeks after the original presentation.

**SOPHOMORE PROFICIENCY EXAMINATION IN ENGLISH (SPEE)**

A student must also take the “Sophomore Proficiency Examination in English (SPEE)” during their Sophomore Year. This proficiency exam is required of all students in order to graduate. Any student who has passed ENG102 is eligible to take the exam, students are not encouraged to wait until their Senior Year to take the SPEE.

<b>Psychology Major Curriculum</b>	<b>Hours</b>
PSY 260 Social Science Statistics	3
PSY 321 Learning	3
PSY 322 Experimental Psychology	3
PSY 343 Educational Psychology	3
PSY 345 Developmental Psychology	3
PSY 361 Sensation and Perception	3
PSY 405 History & Systems of Psychology	3
PSY 441 Abnormal Psychology	3
PSY 442 Tests & Measurements	3
PSY 455 Exceptional Children	3
PSY 471 Senior Research Project I	1
PSY 472 Senior Research Project II	1
PSY 473 Senior Research Project III	1

<b>Support Course</b>	<b>Hours</b>
PSY 201 Introduction to Psychology	3

<b>Counseling Concentration</b>	<b>Hours</b>
PSY 334 Marriage and Family	3
PSY 361 Social Psychology	3
PSY 420 Theories of Personality	3
PSY 430 Substance Abuse	3
PSY 450 Introduction to Counseling	3
PSY 460 Crisis Intervention	3

<b>General Concentration</b>	<b>Hours</b>
PSY 321 Learning	3
PSY 343 Educational Psychology	3
PSY 345 Developmental Psychology	3
PSY 420 Theories of Personality	3
PSY 442 Tests and Measurements	3
PSY 455 Exceptional Children	3

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

### PSYCHOLOGY MINOR

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

### SOCIOLOGY MAJOR PURPOSE

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

### SOCIOLOGY MAJOR OBJECTIVES

The objectives of the Sociology Major are to:

1. Provide students with an understanding of the fundamental structures of human societies, particularly the role of social relations, groups, and institutions in everyday lives, and how these basic structures change.

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

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

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

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

**SOCIOLOGY MAJOR PROGRAM  
LEARNING OUTCOMES,  
CONCENTRATION IN CRIMINOLOGY**

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

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

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

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

- 1) Students will be able to *identify, explain, and apply* the major theories of personality, identity, and social action.
- 2) Students will be able to *explain* the relationships between social structures, inequality, and identity formation and behavior.
- 3) Students will be able to *explain* strengths of various sociological research designs; to *design* a research project, *collect* primary data, and analyze qualitative and quantitative (statistical) data.

- 4) Students will be able to evaluate evidence and findings in scientific research publications.
- 5) Students will be able to write a full research paper and deliver a professional presentation of their research.

**SOCIOLOGY MAJOR REQUIREMENTS**

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

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

All sociology majors must have a cumulative 2.5 GPA in the courses required for the sociology majors (i.e., courses in the core sociology curriculum, courses in the concentration and support area).

Students must have a grade of “C” or better in each course required for the major.

All sociology majors must also pass the Senior Comprehensive Major Exit Examination in Sociology.

<b>Sociology Major Curriculum</b>	<b>Hours</b>
SOC 260 Social Science Statistics	3
SOC 310 Deviant Behavior	3
SOC 328 Sociology of Black Experience	3
SOC 361 Social Psychology	3
SOC 440 Sociological Theory	3
SOC 460 Methods of Research	3
SOC 461 Senior Field Paper	<u>3</u>
<b>Total</b>	<b>21</b>

<b>Support Courses</b>	<b>Hours</b>
ECO 231 Macroeconomics	3
GEO 231 World Reg. Geography	3
POS 330 U.S. Government or POS 331 State/Local Government	3
PSY 201 Intro to Psychology	3

SOC 365 Cultural Anthropology	3
SOC 211 Intro to Social Work	<u>3</u>
<b>Total</b>	<b>18</b>

**CONCENTRATION AREAS**

**Criminology**

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

**Social Psychology**

	<b>Hours</b>
SOC 382 Minority Groups	3
SOC 390 Sociology of Aging <b>or</b>	
SOC 395 Sociology of Health & Medicine	3
SOC 338 Sociology of Organizations <b>or</b>	
SOC 438 Community and Urban Life	3
PSY 420 Personality Theory	3
PSY 441 Abnormal Psychology	<u>3</u>
<b>Total</b>	<b>15</b>

**General Sociology**

<b>Total</b>	<b>15</b>
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SOC 325 Demography	3
SOC 334 Marriage and the Family	3
SOC 382 Minority Groups	3
SOC 390 Sociology of Aging <b>or</b>	
SOC 395 Sociology of Health & Medicine	3
SOC 338 Sociology of Organizations <b>or</b>	
SOC 438 Community and Urban Life	<u>3</u>
<b>Total</b>	<b>15</b>

**TOTAL HOURS IN MAJOR  
(including PSY 201)**

**54**

**GENERAL ELECTIVES**

**14**

**COMMON CURRICULUM  
REQUIREMENTS  
(including SOC 201)**

**56**

**MINOR REQUIREMENTS**

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

**COURE SEQUENCE FOR THE PSYCHOLOGY MAJOR  
CONCENTRATION IN COUNSELING**

**FRESHMAN YEAR**

<b>Fall Semester</b>			<b>CR</b>	<b>Spring Semester</b>			<b>CR</b>
EDU 101	Prep for Excellence		1	ENG 102	Composition II		3
ENG 101	Composition I		3	CSC 100	Computer App.& Prog.		3
MAT 122	College Algebra		3	ESC 101	Environmental Science Fund <b>OR</b>		
BIO 102	Biological Science		4	PHS 101	Prin and App Physical Science <b>OR</b>		
PSY 201*	Introduction to Psychology		3	PHS 110	Intro to Atmospheric Science		4
PED 120	Fund & Tech of Activities I		<u>1</u>	PHI 220	Values and Society		2
				HIS 112	World History		3
				PED 121	Fund & Tech of Activities II		<u>1</u>
			<b>15</b>				<b>16</b>

**SOPHOMORE YEAR**

<b>Fall Semester</b>			<b>CR</b>	<b>Spring Semester</b>			<b>CR</b>
HIS 103	Survey of U.S. History		3	ENG 232	Intro to Literature		3
SPA 220	Elementary Spanish I <b>OR</b>		3	SPA 221	Elementary Spanish I <b>OR</b>		
FRE 220	Elementary French I			FRE 221	Elementary French I		3
REL 230	Essentials of the Christian Faith		2	PHI 230	Problems of Philosophy <b>OR</b>		
ART 120	Art Appreciation <b>OR</b>			PHI 234	History of Western Philosophy		3
MUS 120	Music Appreciation		3	HIS 104	African American History		3
SOC 201	Introduction to Sociology		<u>3</u>	REL 231	Religions of the World		2
				PSY 260**	Social Science Statistics		<u>3</u>
			<b>14</b>				<b>17</b>

**JUNIOR YEAR**

<b>Fall Semester</b>			<b>CR</b>	<b>Spring Semester</b>			<b>CR</b>
PSY 321**	Learning		3	PSY 420**	Theories of Personality		3
PSY 345**	Developmental Psychology		3	PSY 442**	Tests & Measurements		3
PSY 450**	Introduction to Counseling		3	PSY 430**	Substance Abuse		3
PSY 322**	Experimental Psychology		3	SOC **	Elective (300 or 340)		3
PSY 441**	Abnormal Psychology		3	PSY 300**	Health Psychology		3
PSY 302**	Experimental Design		<u>3</u>	PSY 471**	Senior Research Project I		<u>1</u>
			<b>18</b>				<b>16</b>

**SENIOR YEAR**

<b>Fall Semester</b>			<b>CR</b>	<b>Spring Semester</b>			<b>CR</b>
PSY 405**	History & Systems of Psychology		3	PSY 473**	Senior Research Project III		1
PSY 334**	Marriage and Family		3	PSY 361**	Social Psychology		3
PSY 472**	Senior Research Project II		1	PSY 393**	Educational Psychology		3
PSY 460**	Crisis Intervention		3	PSY 455**	Exceptional Children		3
PSY 371**	Sensation Perception		3	PSY 401	Physiological Psychology		3
SOC OR	General Elective		<u>2</u>	SOC OR	General Elective		<u>3</u>
			<b>15</b>				<b>16</b>

**Total Credit Hours: 124**

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

\*\* A grade of "C" or better is required and indicates the courses used to calculate a 2.5 GPA for the major.

HIS 103 Not applicable for students entering after Spring 2020\*

\*\*ENG 242 Required for students entering after Spring 2020

Note: While this sequence of courses is intended to guide matriculants for the said major, the student must be aware that s/he must complete all common curriculum requirements, the declared major program of study, and satisfy all requirements for graduation.

**COURSE SEQUENCE FOR THE PSYCHOLOGY MAJOR  
CONCENTRATION IN GENERAL PSYCHOLOGY**

**FRESHMAN YEAR**

Fall Semester			CR	Spring Semester			CR
EDU 101	Prep for Excellence		1	ENG 102	Composition II		3
ENG 101	Composition I		3	CSC 100	Computer Applications & Prog		3
MAT 122	College Algebra		3	ESC 101	Environmental Science Fund. <b>OR</b>		
BIO 102	Princ/Appl of Bio Science		4	PHS 101	Prin and App of Physical Science <b>OR</b>		
PSY 201*	Introduction to Psychology		3	PHS 110	Intro to Atmospheric Science		4
PED 120*	Fund and Tech of Activities I		<u>1</u>	PHI 220	Values and Society		2
				PED 121	Fund and Tech Activities II		1
				HIS 112	World History		<u>3</u>
			<b>15</b>				<b>16</b>

**SOPHOMORE YEAR**

Fall Semester			CR	Spring Semester			CR
HIS 103	Survey of U.S. History		3	ENG 232	Intro to Lit		3
FRE 220	Elementary French I <b>OR</b>			FRE 221	Elementary French II <b>OR</b>		
SPA 220	Elementary Spanish I		3	SPA 221	Elementary Spanish II		3
REL 230	Essentials of Christian Faith		2	REL 231	Religions of the World		2
SOC 201	Introduction to Sociology		3	PHI 230	Prob of Philosophy <b>OR</b>		
ART 120	Art Appreciation <b>OR</b>			PHI 234	History of Western Philosophy		3
MUS 120	Music Appreciation		3	HIS 104	African American History		3
	General Elective		<u>1</u>	PSY 260	Social Science Statistics		<u>3</u>
			<b>15</b>				<b>17</b>

**JUNIOR YEAR**

Fall Semester			CR	Spring Semester			CR
PSY 345**	Developmental Psychology		3	PSY 442**	Tests and Measurements		3
PSY 441**	Abnormal Psychology		3	PSY 420**	Theories of Personality		3
PSY 302**	Experimental Design <b>OR</b>			SOC **	Elective (SOC 310 or 315)		3
PSY 450**	Introduction to Counseling		3	PSY 471**	Senior Research Project I		1
PSY 321**	Learning+		3	PSY 430**	Substance Abuse		3
PSY 322**	Experimental Psychology		3		General Elective		<u>3</u>
	General Elective		<u>1</u>				
			<b>16</b>				<b>16</b>

**SENIOR YEAR**

Fall Semester			CR	Spring Semester			CR
PSY 405**	History & Systems of Psychology		3	PSY 473**	Senior Research Project III		1
PSY 334**	Marriage and Family		3	PSY 361**	Social Psychology		3
PSY 371**	Sensation and Perception		3	PSY 393**	Educational Psychology		3
PSY 472**	Senior Research Project II		1	PSY 455**	Exceptional Children		3
PSY *	Elective		3	PSY 401**	Physiological Psychology		<u>3</u>
SOC *	General Elective		3				
			<u>3</u>				
			<b>16</b>				<b>13</b>

**Total Credit Hours: 124**

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

\*\* A grade of "C" or better is required and indicates the courses used to calculate a 2.5 GPA for the major.

HIS 103 Not applicable for students entering after Spring 2020\*

\*\*ENG 242 Required for students entering after Spring 2020

Note: While this sequence of courses is intended to guide matriculants for the said major, the student must be aware that s/he must complete all common curriculum requirements, the declared major program of study, and satisfy all requirements for graduation.

**COURSE SEQUENCE FOR THE SOCIOLOGY MAJOR  
CONCENTRATION IN GENERAL SOCIOLOGY**

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

**Total Credit Hours: 124**

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

\*\* A grade of "C" or better is required and indicates the courses used to calculate 2.5 GPA for the major.

HIS 103 Not applicable for students entering after Spring 2020\*

\*\*ENG 242 Required for students entering after Spring 2020

Note: While this sequence of courses is intended to guide matriculants for the said major, the student must be aware that s/he must complete all common curriculum requirements, the declared major program of study, and satisfy all requirements for graduation.

**COURSE SEQUENCE FOR THE SOCIOLOGY MAJOR  
CONCENTRATION IN CRIMINOLOGY**

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

**Total Credit Hours: 124**

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

\*\* A grade of "C" or better is required and indicates the courses used to calculate 2.5 GPA for the major.

HIS 103 Not applicable for students entering after Spring 2020\*

\*\*ENG 242 Required for students entering after Spring 2020

Note: While this sequence of courses is intended to guide matriculants for the said major, the student must be aware that s/he must complete all common curriculum requirements, the declared major program of study, and satisfy all requirements for graduation.

**COURSE SEQUENCE FOR THE SOCIOLOGY MAJOR  
CONCENTRATION IN SOCIAL PSYCHOLOGY**

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

**Total Credit Hours: 124**

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

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

HIS 103 Not applicable for students entering after Spring 2020\*

\*\*ENG 242 Required for students entering after Spring 2020

Note: While this sequence of courses is intended to guide matriculants for the said major, the student must be aware that s/he must complete all common curriculum requirements, the declared major program of study, and satisfy all requirements for graduation.

# DEPARTMENT OF BUSINESS ADMINISTRATION

## MAJOR BUSINESS ADMINISTRATION

### CONCENTRATIONS ACCOUNTING INTERNATIONAL BUSINESS MANAGEMENT MANAGEMENT INFORMATION SYSTEMS MARKETING

#### MISSION

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

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

#### VISION

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

#### GOALS

The goals of the Department of Business are to :

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

## **BUSINESS ADMINISTRATION PROGRAM LEARNING OUTCOMES**

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

## **COMMON CURRICULUM REQUIREMENTS**

All students must complete 56 hours of Common Curriculum courses.

## **BUSINESS ADMINISTRATION MAJOR PURPOSE**

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

The Department of Business Administration offers a Bachelor of Science degree in business

administration (BSBA) with a core in business administration and concentrations in accounting, international business, management, management information systems, or marketing.

## **BUSINESS ADMINISTRATION MAJOR CONCENTRATION LEARNING OUTCOMES**

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

### ***Accounting Concentration:***

CLO 1: Accounting graduates will know how to analyze, record and summarize financial statements.

CLO 2: Graduates with the accounting concentration will know how to sue the audited financial statement in making economic decisions.

CLO 3: Accounting concentration graduates will be proficient n the use of accounting information systems.

### ***Management Concentration:***

CLO 1: Graduates with a management concentration will know how to analyze work incidents/problems and recommend practical solutions.

CLO 2: Graduates with a management concentration will be able to successfully conduct effective research.

### ***Management Information Systems Concentration:***

CLO 1: Graduates with a management information systems concentration will be proficient in software development.

CLO 2: Graduates will know how to apply data modeling techniques on database design and object-oriented programming.

CLO 3: Graduates with a management information systems concentration will know how to describe and analyze the hardware and

software components of a network and the interrelationships.

***International Business Concentration:***

CLO 1: Graduates will demonstrate mastery in both political and economic forces in the global context.

CLO 2: Graduates with an International Business concentration will demonstrate the ability to provide countries and regions by economic development.

CLO 3: Graduates with an International Business concentration will have fundamental intercultural understanding of business.

***Marketing Concentration:***

CLO 1: Graduates with a concentration in Marketing will know how to develop a marketing plan.

CLO 2: Graduates with a concentration in Marketing will be able to successfully conduct effective marketing research.

CLO 3: Graduates with a concentration in marketing will be socially responsible with good ethical marketing behavior.

**GRADUATION REQUIREMENTS**

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

In general, all majors in the five concentrations in Business calculate this GPA on 23 courses or 69 semester credit hours. Students are also required to have a grade of "C" or better in the designated courses of the BSA core and major area requirements. An overall cumulative GPA

(all courses taken) of 2.00 is required for graduation.

**MAJOR FIELD REQUIREMENTS IN BUSINESS**

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

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

**Business Core Courses**

(Term, F = Fall, S = Spring)

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

**Major Area Courses**

(Term, F = Fall, S = Spring)

**Accounting 21 Hours**

BSA 304 Intermediate Accounting I, F	3
BSA 305 Intermediate Accounting II, S	3
BSA 310 Managerial and Cost Acct, F	3
BSA 470 Internship, F/S	3
BSA Accounting Electives	9
<i>Select from the following for electives:</i>	
BSA 345 Entrepreneur Accounting, F	3
BSA 423 Auditing,, S	3
BSA 430 Federal Tax Accounting, F	3
BSA 431 Governmental and Not-for-Profit Accounting, S	3
BSA 444 Consolidation and International Accounting, F	3

**International Business 21 Hours**

BSA 320 Theory of Int'l Trade and Invest, S	3
BSA 343 International Marketing, S	3
BSA 470 Internship, F/S	3
BSA 420 Int'l Financial Management, F	3
BSA International Business Electives	9
<i>Select from the following for electives:</i>	
BSA 321 Money and Banking, S	3
BSA 350 Multinational Corporations, F	3
BSA 400 International Economics, S	3
BSA 444 Consolidation and International Accounting, F	3
BSA 450 Capital Structure in Developing Countries, S	3

**Management 21 Hours**

BSA 310 Managerial and Cost Accounting or	
BSA 345 Entrepreneurial Accounting, F	3
BSA 380 Organizational Behavior, S	3
BSA 470 Internship, F/S	3
BSA 480 Production Management, F	3
BSA Management Electives	9
<i>Select from the following for electives:</i>	

BSA 307 Business Law, S	3
BSA 332 Introduction to Investments, F	3
BSA 342 Small Business Management, S	3
BSA 370 Entrepreneurship, F	3
BSA 451 Human Resources Management, S	3

**Management Information Systems 21 Hours**

BSA 228 Computer Programming Language, F	3
BSA 422 Data Communication, F	3
BSA 440 Data Base Management, S	3
BSA 470 Internship, F/S	3
BSA Management Information Systems Electives	9
<i>Select from the following for electives:</i>	
BSA 327 Java Programming, S	3
BSA 328 Data Structures, F	3
BSA 344 Information Systems Analysis & Design, S	3
BSA 415 Computer Architecture and Organization, F	3
CSC 250 Algorithms and Data Structures, F	3

**Marketing 21 Hours**

BSA 343 International Marketing, S	3
BSA 371 Consumer Behavior, F	3
BSA 470 Internship, F/S	3
BSA 442 Marketing Research, F	3
BSA Marketing Electives	9
<i>Select from the following for electives:</i>	
BSA 346 Sales Management, F	3
BSA 347 Retail Management, S	3
BSA 372 Advertising, S	3
BSA 373 Industrial Marketing, S	3

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

**COURSE SEQUENCE FOR THE BUSINESS ADMINISTRATION MAJOR  
CONCENTRATION IN ACCOUNTING**

<b>FRESHMAN YEAR</b>							
<b>Fall Semester</b>			<b>CR</b>	<b>Spring Semester</b>			<b>CR</b>
ART	120	Art Appreciation <b>OR</b>		ENG	102	Composition II	3
MUS	120	Music Appreciation	3	FRE	221	Elementary French II <b>OR</b>	
EDU	101	Preparing for Excellence	1	SPA	221	Elementary Spanish II	3
ENG	101	Composition I	3	HIS	104	African American History	3
FRE	220	Elementary French I <b>OR</b>		MAT	122	College Algebra	3
SPA	220	Elementary Spanish I	3	PED	120	Fund and Tech Activities I	1
ENG	242**	Fund of Speech Communications	3	PSY	201	Intro to Psychology <b>OR</b>	
CSC	100	Computer Appl. and Prog.	<u>3</u>	SOC	201	Intro to Sociology	<u>3</u>
			<b>16</b>				<b>16</b>

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

<b>JUNIOR YEAR</b>							
<b>Fall Semester</b>			<b>CR</b>	<b>Spring Semester</b>			<b>CR</b>
BSA	204	Accounting I	3	BSA	205*	Accounting II	3
BSA	201*	Intro. to International Business	3	BSA	232*	Microeconomics	3
BSA	229*	Mgmt Information System	3	BSA	301*	Principles of Management	3
BSA	231*	Macroeconomics	3	BSA	305*	Intermediate Accounting II	3
BSA	300*	Business Research Methods	3	BSA	330*	Statistics for Bus. Planning	3
BSA	304*	Intermediate Accounting I	<u>3</u>	BSA	241	Principles of Finance	<u>3</u>
			<b>18</b>				<b>18</b>

<b>SENIOR YEAR</b>							
<b>Fall Semester</b>			<b>CR</b>	<b>Spring Semester</b>			<b>CR</b>
BSA	331*	Quant. Methods for Business	3	BSA	306*	Business Law I	3
BSA	341*	Principles of Marketing	3	BSA	489*	Mgt Problems, Policies, and Plng.	3
BSA	310*	Managerial and Cost Acct.	3	BSA	470*	Internship	3
BSA	*	Accounting Elective	3	BSA	*	Accounting Elective	3
BSA	*	Accounting Elective	<u>3</u>				
			<b>15</b>				<b>12</b>

**Total Credit Hours: 125**

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

\*Indicates courses used to calculate the 2.5 major field GPA

HIS 103 Not applicable for students entering after Spring 2020\*

\*\*ENG 242 Required for students entering after Spring 2020

Note: While this sequence of courses is intended to guide matriculants for the said major, the student must be aware that s/he must complete all common curriculum requirements, the declared major program of study, and satisfy all requirements for graduation.

**COURSE SEQUENCE FOR THE BUSINESS ADMINISTRATION MAJOR  
CONCENTRATION IN INTERNATIONAL BUSINESS**

<b>FRESHMAN YEAR</b>							
<b>Fall Semester</b>			<b>CR</b>	<b>Spring Semester</b>			<b>CR</b>
ART	120	Art Appreciation <b>OR</b>		ENG	102	Composition II	3
MUS	120	Music Appreciation	3	FRE	221	Elementary French II <b>OR</b>	
EDU	101	Preparing for Excellence	1	SPA	221	Elementary Spanish II	3
ENG	101	Composition I	3	HIS	104	African American History	3
FRE	220	Elementary French I <b>OR</b>		MAT	122	College Algebra	3
SPA	220	Elementary Spanish I	3	PED	120	Fund and Tech Activities I	1
ENG	242**	Fund of Speech Communications	3	PSY	201	Intro to Psychology <b>OR</b>	
CSC	100	Computer Appl. and Prog.	<u>3</u>	SOC	201	Intro to Sociology	<u>3</u>
			<b>16</b>				<b>16</b>

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

<b>JUNIOR YEAR</b>							
<b>Fall Semester</b>			<b>CR</b>	<b>Spring Semester</b>			<b>CR</b>
BSA	200*	Survey of Business	3	BSA	232*	Microeconomics	3
BSA	204*	Accounting I	3	BSA	205*	Accounting II	3
BSA	229*	Management Information Systems	3	BSA	241*	Principles of Finance	3
BSA	231*	Macroeconomics	3	BSA	330*	Statistics for Business Planning	3
BSA	300*	Business Research Methods	3	BSA	343*	International Marketing	3
BSA	341*	Principles of Marketing	<u>3</u>	BSA	320*	Theory of Int'l Trade & Invest.	<u>3</u>
			<b>18</b>				<b>18</b>

<b>SENIOR YEAR</b>							
<b>Fall Semester</b>			<b>CR</b>	<b>Spring Semester</b>			<b>CR</b>
BSA	301*	Principles of Management	3	BSA	306*	Business Law I	3
BSA	331*	Quant. Meth. for Business	3	BSA	489*	Mgt Problems, Policies, and Plng.	3
BSA	420*	Int'l Financial Management	3	BSA	470*	Internship	3
BSA	*	International Business Elective	3	BSA	*	Int'l Business Elective	3
BSA	*	International Business Elective	<u>3</u>				
			<b>15</b>				<b>12</b>

**Total Credit Hours: 125**

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

\*Indicates courses used to calculate the 2.5 major field GPA

\*HIS 103 Not applicable for students entering after Spring 2020\*

\*\*ENG 242 Required for students entering after Spring 2020

Note: While this sequence of courses is intended to guide matriculants for the said major, the student must be aware that s/he must complete all common curriculum requirements, the declared major program of study, and satisfy all requirements for graduation.

**COURSE SEQUENCE FOR THE BUSINESS ADMINISTRATION MAJOR  
CONCENTRATION IN MANAGEMENT**

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

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

<b>JUNIOR YEAR</b>							
<b>Fall Semester</b>			<b>CR</b>	<b>Spring Semester</b>			<b>CR</b>
BSA	201*	Intro. to International Business	3	BSA	205*	Accounting II	3
BSA	204*	Accounting I	3	BSA	232*	Microeconomics	3
BSA	229*	Management Information Systems	3	BSA	301*	Principles of Management	3
BSA	300*	Business Research Methods	3	BSA	241*	Principles of Finance	3
BSA	330*	Statistics for Bus. Planning	3	BSA	331*	Quant. Methods for Business	<u>3</u>
BSA	231*	Macroeconomic Principles	<u>3</u>				
			<b>18</b>				<b>15</b>

<b>SENIOR YEAR</b>							
<b>Fall Semester</b>			<b>CR</b>	<b>Spring Semester</b>			<b>CR</b>
BSA	310*	Managerial & Cost Acc. <b>OR</b>		BSA	306*	Business Law I	3
BSA	345*	Entrepreneurial Accounting	3	BSA	380*	Organizational Behavior	3
BSA	341*	Principles of Marketing	3	BSA	489*	Mgt Problems, Policies, and Plng.	3
BSA	470*	Internship	3	BSA	*	Management Elective	3
BSA	480*	Production Management	3	BSA	*	Management Elective	<u>3</u>
BSA	*	Management Elective	<u>3</u>				
			<b>15</b>				<b>15</b>

**Total Credit Hours: 125**

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

\*Indicates courses used to calculate the 2.5 major field GPA

\*HIS 103 Not applicable for students entering after Spring 2020\*

\*\*ENG 242 Required for students entering after Spring 2020

Note: While this sequence of courses is intended to guide matriculants for the said major, the student must be aware that s/he must complete all common curriculum requirements, the declared major program of study, and satisfy all requirements for graduation.

**COURSE SEQUENCE FOR THE BUSINESS ADMINISTRATION MAJOR  
CONCENTRATION IN MANAGEMENT INFORMATION SYSTEMS (MIS)**

<b>FRESHMAN YEAR</b>									
<b>Fall Semester</b>				<b>CR</b>	<b>Spring Semester</b>				<b>CR</b>
ART	120	Art Appreciation	<b>OR</b>	3	ENG	102	Composition II	3	
MUS	120	Music Appreciation		3	FRE	221	Elementary French II	<b>OR</b>	
EDU	101	Preparing for Excellence		1	SPA	221	Elementary Spanish II	3	
ENG	101	Composition I		3	HIS	104	African American History	3	
FRE	220	Elementary French I	<b>OR</b>		MAT	122	College Algebra	3	
SPA	220	Elementary Spanish I		3	PED	120	Fund and Tech Act.	1	
ENG	242**	Fund of Speech Communications		3	PSY	201	Intro to Psychology	<b>OR</b>	
CSC	100	Computer Appl. and Prog.		<u>3</u>	SOC	201	Intro to Sociology	<u>3</u>	
				<b>16</b>					<b>16</b>

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

<b>JUNIOR YEAR</b>									
<b>Fall Semester</b>				<b>CR</b>	<b>Spring Semester</b>				<b>CR</b>
BSA	204*	Accounting I		3	BSA	229*	Mgmt Information System	3	
BSA	201*	Intro. To International Business		3	BSA	232*	Microeconomics	3	
BSA	330*	Statistics for Business Planning		3	BSA	301*	Principles of Management	3	
BSA	231*	Macroeconomics		3	BSA	205*	Accounting II	3	
BSA	300*	Business Research Methods		3	BSA	241*	Principles of Finance	3	
BSA	306*	Business Law I		<u>3</u>	BSA	*	MIS Elective	<u>3</u>	
				<b>18</b>					<b>18</b>

<b>SENIOR YEAR</b>									
<b>Fall Semester</b>				<b>CR</b>	<b>Spring Semester</b>				<b>CR</b>
BSA	331*	Quant. Methods for Business		3	BSA	440*	Database Management	3	
BSA	341*	Principles of Marketing		3	BSA	489*	Mt. Problems, Policies, and Plng.	3	
BSA	422*	Data Communication		3	BSA	470*	Internship	3	
BSA	228*	Computer Prog. Language		3	BSA	*	MIS Elective	3	
BSA	*	MIS Elective		<u>3</u>					
				<b>15</b>					<b>12</b>

**Total Credit Hours: 125**

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

\*Indicates courses used to calculate the 2.5 major field GPA

\*HIS 103 Not applicable for students entering after Spring 2020\*

\*\*ENG 242 Required for students entering after Spring 2020

Note: While this sequence of courses is intended to guide matriculants for the said major, the student must be aware that s/he must complete all common curriculum requirements, the declared major program of study, and satisfy all requirements for graduation.

**COURSE SEQUENCE FOR THE BUSINESS ADMINISTRATION MAJOR  
CONCENTRATION IN MARKETING**

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

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

<b>JUNIOR YEAR</b>									
<b>Fall Semester</b>				<b>CR</b>	<b>Spring Semester</b>				<b>CR</b>
BSA	204*	Accounting I		3	BSA	232*	Microeconomics	3	
BSA	201*	Intro. To International Business		3	BSA	229*	Mgmt Information System	3	
BSA	371*	Consumer Behavior		3	BSA	343*	International Marketing	3	
BSA	231*	Macroeconomics		3	BSA	205*	Accounting II	3	
BSA	300*	Business Research Methods		3	BSA	330	Statistics for Bus. Planning	3	
BSA	306*	Business Law I		<u>3</u>	BSA	241*	Principles of Finance	<u>3</u>	
				<b>18</b>					<b>18</b>

<b>SENIOR YEAR</b>									
<b>Fall Semester</b>				<b>CR</b>	<b>Spring Semester</b>				<b>CR</b>
BSA	331*	Quant. Methods for Business		3	BSA	470*	Internship	3	
BSA	341*	Principles of Marketing		3	BSA	489*	Mgt Problems, Policies, and Plng	3	
BSA	301*	Principles of Management		3	BSA	*	Marketing Elective	3	
BSA	442*	Marketing Research		3	BSA	*	Marketing Elective	<u>3</u>	
BSA	*	Marketing Elective		<u>3</u>					<b>12</b>
				<b>15</b>					

**Total Credit Hours: 125**

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

\*Indicates courses used to calculate the 2.5 major field GPA

\*HIS 103 Not applicable for students entering after Spring 2020\*

\*\*ENG 242 Required for students entering after Spring 2020

Note: While this sequence of courses is intended to guide matriculants for the said major, the student must be aware that s/he must complete all common curriculum requirements, the declared major program of study, and satisfy all requirements for graduation.

## DEPARTMENT OF MEDIA STUDIES

### MAJOR MASS COMMUNICATIONS

#### CONCENTRATION BROADCASTING

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

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

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

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

#### **LIBRARY SUPPORT**

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

#### **MASS COMMUNICATIONS MAJOR PURPOSE**

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

#### **MASS COMMUNICATIONS MAJOR PROGRAM LEARNING OUTCOMES**

1. Upon completion, graduates with a bachelor's degree in Mass Communications will be able to

demonstrate mastery of operating procedures for broadcast/video camera production including use of recording, lighting, and audio techniques.

2. Upon completion, graduates with a bachelor's degree in Mass Communications will be able to demonstrate mastery of multimedia-production, editing, and special effects including the use of digital elements, photos, sound, video, text, and advanced Internet research in digital reporting.

3. Upon completion, graduates with a bachelor's degree in Mass Communications will be able to apply theoretical knowledge and practical experience in media through a program of cooperative education and/or internship.

### GENERAL REQUIREMENTS

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

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

Studies curriculum. The exam will be given towards the end of each semester.

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

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

### BROADCASTING CONCENTRATION

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

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

Courses	Hours
MAC 201 Media & Society	3
MAC 203 Introduction to Electronic Media	3
MAC 301 Media, Law, and Ethics	3
MAC 402 Radio Production I	3
MAC 403 Radio Production II	3
MAC 461 Television Production I	3
MAC 462 Television Production II	3
MAC 480 Broadcast Announcing	3
JRN 252 News Reporting and Writing I	3
JRN 253 News Reporting and Writing II	3
ENG 421 Public Speaking	3
MAC 491 Internship	12
Select <b>9 hours</b> of courses from the following:	
DRA 270 Theatre Performance and Play Production (repeatable)	1
DRA 271 Acting I	3
DRA 272 Acting II	3

DRA 273 Acting III	3	MST 450 Introduction to Graphic Design	3
ENG 233 Types of Drama	3	MST 490 Screenwriting and Playwriting	3
MAC 202 Film Appreciation	3	BSA 301 Principles of Management	3
MAC 460 Special Topics	1-3	BSA 341 Principles of Marketing	3
MST 425 Introduction to Motion Picture Film	3	General Electives	14
MST 430 Content and Consciousness	3		

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

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

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

<b>JUNIOR YEAR</b>							
<b>Fall Semester</b>			<b>CR</b>	<b>Spring Semester</b>			<b>CR</b>
ENG	421*	Public Speaking	3	MAC	403*	Radio Production II	3
MAC	301*	Media, Law, and Ethics	3	JRN	253*	Reporting & Writing II	3
MAC	402*	Radio Production I	3	MAC	202	Film Appreciation	3
JRN	252*	News Reporting and Writing I	3			General Elective	3
		General Elective	<u>3</u>			General Elective	<u>3</u>
			<b>15</b>				<b>15</b>

<b>SENIOR YEAR</b>							
<b>Fall Semester</b>			<b>CR</b>	<b>Spring Semester</b>			<b>CR</b>
MAC	461*	Television Production I	3	MAC	480*	Broadcast Announcing	3
MAC	491*	Internship+	6	MAC	491*	Internship	6
DRA	271	Acting I	3	MAC	462*	Advanced Television Production II	3
		General Elective	3	MST	490	Screenwriting & Playwriting	<u>3</u>
		General Elective	<u>2</u>				<b>15</b>
			<b>17</b>				

**Total Credit Hours: 124**

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

\*Indicates courses used to calculate the 2.5 major field GPA

Mass Communication Elective to be selected from: MAC 202, MAC 302, MAC 460, MAC 471, MAC 472, MAC 473, MST 425, MST 430, MST 450, MST 465, MST 490, DRA 270, DRA 270A, DRA 271, DRA 272, DRA 273, ENG 233.

HED 225 - Personal and Community Hygiene Substitutes for two (2) of the following courses: PED 120 Fund & Tech of Activities I, PED 121 Fund & Tech of Activities II, or PED 210 Aerobics.

Note: While this sequence of courses is intended to guide matriculants for the said major, the student must be aware that s/he must complete all common curriculum requirements, the declared major program of study, and satisfy all requirements for graduation.

## COURSE PREFIXES AND DESCRIPTIONS

### PREFIXES FOR COURSE OFFERINGS

Art	ART
Biology	BIO
Business Administration	BSA
Chemistry ( <i>suspended Fall 2021</i> )	CHE
Computer Science	CSC
Drama ( <i>suspended Fall 2020</i> )	DRA
Economics	ECO
English ( <i>suspended Fall 2021</i> )	ENG
Environmental Science	ESC
French	FRE
Geography	GEO
Health Education	HED
History	HIS
International Business	BAI
Journalism ( <i>suspended Fall 2020</i> )	JRN
Mass Communications	MAC
Mathematics	MAT
Media Studies	MST
Music	MUS
Physical Education	PED
Philosophy ( <i>suspended Fall 2021</i> )	PHI
Physical Science	PHS
Physics	PHY
Political Science	POS
Psychology	PSY
Religion ( <i>suspended Fall 2021</i> )	REL
Sociology	SOC
Spanish	SPA

## COURSE DESCRIPTIONS

*Disclaimer: Curricula are currently under review per department and modifications that occurred during the 2020-2021 academic year and may occur during the 2022 – 2023 academic year.*

### ART (ART)

#### **ART 120 - Art Appreciation**

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

**(3 hrs)**

**Fall/Spring**

#### **ART 121 – Design I**

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

**Fall**

#### **ART 221 – Design II**

**Prerequisite(s):** Art 121 or by permission

This course is a continuation of Art 121. Students will experiment with various materials, with emphasis on two- and three-dimensional problems. **(3 hrs)**

**Spring**

#### **ART 223 – Basic Drawing and Composition**

**Prerequisite(s):** Art 221 or by permission

Fundamental principles and techniques in drawing as well as basic consideration of line, form, space, and composition are the focus of this course. **(3 hrs)**

**Fall**

#### **ART 226 – Painting I**

**Prerequisite(s):** Art 121 or by permission.

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

**Spring**

#### **ART 301 – African Art**

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

**(3 hrs)**

**Fall**

#### **ART 303 – Survey of African American Art**

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

**Spring**

## BIOLOGY (BIO)

### **BIO 102 – Principles and Applications of Biological Science**

**Prerequisite(s):** Grade of “S” in REA 099, ENG 099, and MAT 099 (if required)

Designed to introduce fundamental biological principles, concepts, and processes as illustrated by topics from plant and animal sciences and demonstrate their significance to humans and their environment. Three hours lecture and two hours laboratory per week. **(4 hrs)**

Fall/Spring

### **BIO 111 – Principles of Biology I**

**Prerequisite(s):** Grade of “S” in REA 099, ENG 099, and MAT 099 (if required)

This course is designed to introduce students to the fundamental concepts of biological principles and processes. It will survey the cellular and chemical basis of life, cellular metabolism, cell diversity and classification will also be given. This course is required for science majors and a grade of “C” or better is required as a prerequisite to BIO112. **(4 hrs)**

Fall/Spring

### **BIO 112 – Principles of Biology II**

**Prerequisite(s):** BIO 111 (“C” or better)

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

Fall/Spring

### **BIO 200 – Theories and Concepts of Nursing**

**Prerequisite(s):** BIO 112

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

**(2 hrs)**

Spring

### **BIO 202 – Scientific and Medical Terminology**

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

Fall

### **BIO 220 – Human Anatomy and Physiology I**

**Prerequisite(s):** BIO 112 and CHE 120

Anatomy of the organ systems of the human body; an intense but interesting study of human body structures and how they are related to one another. Three hours of lecture and three hours laboratory per week. **(4 hrs)**

Fall

### **BIO 221 – Human Anatomy and Physiology II**

**Prerequisite(s):** BIO 112 and CHE 120

Physiology, or biological function of the organ systems of the human body; a thorough investigation of how the cells, tissues, and organs of the body work and carry out their life-sustaining activities. Three hours lecture and three hours laboratory per week. **(4 hrs)**

Spring

### **BIO 226 – Invertebrate Zoology**

**Prerequisite(s):** BIO 112

Taxonomy, morphology, physiology, behavior, and ecology of invertebrates. Three hours lecture and three hours laboratory per week. **(4 hrs)**

Fall

### **BIO 227 – Vertebrate Zoology**

**Prerequisite(s):** BIO 112

Taxonomy, morphology, physiology, behavior, and ecology of vertebrates. Three hours lecture and three hours laboratory per week. **(4 hrs)**

Spring

**BIO 303 – Histology****Prerequisite(s):** BIO 220

Microscopic anatomy of the organ systems of the human body; an exploration of the significance of distinctive microscopic features of cells and tissues and their relationship to organ function. Three hours lecture and three hours laboratory per week. **(4 hrs)**

Spring

**BIO 310 – Systematic Botany****Prerequisite(s):** BIO 112

Classification of vascular plants, life cycles, ethno botany and the local flora. Three hours lecture and three hours laboratory per week. **(4 hrs)**

Spring

**BIO 320 – Plant Physiology****Prerequisite(s):** BIO 112 and CHE 121.

Structure and physiology of plant organ systems, mineral nutrition, energetic processes, water relations, growth, development, transport, and hormonal systems. Three hours lecture and three hours laboratory per week. **(4 hrs)**

Fall

**BIO 321 – Genetics****Prerequisite(s):** BIO 112 and CHE 121

Mendelian genetics, including linkage and crossing-over; population genetics; and the nature and biochemistry of the gene. Three hours lecture and three hours laboratory per week. **(4 hrs)**

Fall

**BIO 322 – Cell Biology****Prerequisite(s):** BIO 112 and CHE 121

Physical and chemical principles underlying cell differentiation, structural organization, membrane phenomena, and cell structure. Three hours lecture and three hours laboratory per week. **(4 hrs)**

Spring

**BIO 329 – General Entomology****Prerequisite(s):** BIO 112 and BIO 226

Morphology, physiology, ecology, taxonomy, economic and medical importance of insects. Three hours lecture and three hours laboratory per week. **(4 hrs)**

Spring

**BIO 425 – Ecology****Prerequisite(s):** BIO 112 and MAT 122

Inter-relations of plants, animals, populations, communities, and the environment. Three hours lecture and three hours laboratory per week. **(4 hrs)**

Spring

**BIO 431 – General Microbiology****Prerequisite(s):** BIO 112 and CHE 121

An introductory course designed to survey the functional anatomy, metabolism, cultivation, growth, and control of microorganisms with emphasis on bacteria and relationships of these organisms to their environment. Three hours lecture and three hours laboratory per week. **(4 hrs)**

Fall/Spring

**BIO 441 – Embryology****Prerequisite(s):** BIO 112 and BIO 220

Developmental anatomy of the organ systems of the human body before birth; a fascinating look at the origin and development of a human being from a zygote to the birth of an infant, including how gametes are formed and the process of fertilization. Three hours lecture and three hours laboratory per week. **(4 hrs)**

Fall

**BIO 450 – Independent Research****Prerequisite(s):** BIO 112, BIO 322 and CHE 121

Basic biological or biomedical research. Students must file an “Independent Study” form detailing the arrangements.

**(1-4 hrs)**

Fall/Spring

**BIO 460-469 – Special Topics**

Subject to Department and instructor approval. Provides an opportunity for Biology students to study a topic of interest in the major field under supervision of a Biology professor. **(1-4 hrs)**

Fall /Spring

**BIO 470 – Seminar I**

**Prerequisite(s):** BIO 112

Current biotechnological, medical and related topics are examined. Students present seminar topic orally. Group discussion of scientific journal topics is included. Designed for sophomores and juniors. One seminar per week. Grading: “S” or “U” basis. **(0 hrs)**

Fall/Spring

**BIO 471 – Seminar II**

**Prerequisite(s):** BIO 470

Expansion of seminar topic presented in BIO 470. Students present seminar topic orally. Group discussion of scientific journal topics is included. Designed for juniors. One seminar per week. Grading: “S” or “U” **(0 hrs)**

Fall/Spring

**BIO 472 – Seminar III**

**Prerequisite(s):** BIO 471

Introduction and presentation of Senior Major Field Paper topic. Students conduct major field research (laboratory, field, or clinical) at approved designated site. Students orally present major field research protocol. Designed for juniors and seniors. One seminar per week. Grading: “S” or “U”. **(0 hrs)**

Fall/Spring

**BIO 473 – Seminar IV**

**Prerequisite(s):** BIO 472

Designed for biology seniors. Students complete research projects and report results orally and in written format to the biology faculty. An acceptable report must be completed at least one month prior to the end of semester enrolled in course. Grading on an “A, B, C, D or F” basis. One seminar per week. **(1 hr)**

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

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

Fall/Spring

**BSA 201 – Introduction to International Business**

Survey of the International Business area. Provides overview of the various problems related to accounting, management, information systems, economics, and supporting disciplines as they impact on the international scene. A contrast is made between national and international business operations. **(3 hrs)**

Fall/Spring

**BSA 204 – Accounting I**

Concepts of accounting as a measure of reporting a business organization's economic activities, emphasis on the application of principles in preparation and understanding of financial statements. **(3 hrs)**

Fall

**BSA 205 – Accounting II**

**Prerequisite(s):** BSA 204 with a grade of “C” or better

This course is a continuation of BSA204 Principles of Accounting I with emphasis on corporations, providing financial analysis and managerial accounting. Content includes corporation organization and operations, earnings per share and dividends, long-term obligations and investments, cost-volume-profit analysis and budgeting. **(3 hrs)**

Spring

**BSA 227- Business Mathematics****Prerequisite(s):** MAT 122

Application of Quadratic Functions in Business (supply, demand, market equilibrium, breakeven points and maximization), simple and compound interests, present values, and annuities. Also, intuitive approach to the differential and integral calculus with applications in variety of fields. This course is designed for students in Business Administration. **(3 hrs)**

**Spring****BSA 228 – Computer Programming Language**

Emphasis is placed on problem solving with construction of correct structured program. Topics include data representation, simple data types, control structures, functions, and subprograms. **(3 hrs)**

**Fall****BSA 229 – Management Information Systems**

This course is designed to provide an overview of the management information systems (MIS) career path. This includes sections covering information systems components, organizational effects and objects, hardware, software, systems and the effects of these technologies have on businesses and society. **(3hrs)**

**Fall/Spring****BSA 231 – Macroeconomic Principles**

The nature of the economic problem; principles of

resource allocation; laws of supply and demand; income and employment, fiscal policy, money and banking. **(3 hrs)**

**Fall****BSA 232 – Microeconomic Principles**

Analysis of consumer demand; determination of price and output under varying market structures; applications of demand and supply, elasticities, pricing of factors of production. **(3 hrs)**

**Spring****BSA 241 – Principles of Finance****Prerequisite(s):** BSA 204

Introductory concepts of capital budgeting, with primary consideration to sources, allocation and utilization of capital.

**(3 hrs)****Spring****BSA 300- Business Research Methods****Prerequisite(s):** BSA 330

The course focuses on the analysis of business problems and the use of scientific research and problem-solving tool. This encompasses the understanding and application of appropriate research designs, research statistics, the use of the computer for data analyses, and report writing and presentation. **(3 hrs)**

**Fall****BSA 301 – Principle of Management****Prerequisite(s):** BSA 200

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

**Fall/Spring****BSA 304 – Intermediate Accounting I****Prerequisite(s):** BSA 205

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

**Fall****BSA 305 – Intermediate Accounting II****Prerequisite(s):** BSA 304

This course is the continuation of topics learned in BSA304 “Intermediate Accounting I.” The course is a comprehensive study in accounting theory and concepts in corporate accounting. Additional topics include leases, pensions, tax allocation, and changes in accounting principles, stockholders’ equity, and cash flow statements. **(3 hrs)**

**Spring**

**BSA 306 – Business Law I**

Contracts, sales contracts, negotiable instruments, common and public carriers; designed to acquaint students with legal rights and liabilities in the ordinary course of business. **(3 hrs)**

**Fall/Spring**

**BSA 307 – Business Law II**

**Prerequisite(s):** BSA 306

This course critically examines real and personal property and creditor-debtor relationships: Focus on this course will be on partnership, corporations, real property, insurance, trusts and estates, and bankruptcy. **(3 hrs)**

**Spring**

**BSA 310 – Managerial and Cost Accounting**

**Prerequisite(s):** BSA 205

Principles of standard cost accounting used for managerial control. Managerial accounting principles used for decision-making. Emphasis on forecasting with the Linear Model and Budget preparation. **(3 hrs)**

**Fall**

**BSA 320 – Theory of International Trade and Investment**

**Prerequisite(s):** BSA 232

Introduction to the macro and micro economic principles of international trade. The role of international trade as it impacts on the investment sector of the world economy. **(3 hrs)**

**Spring**

**BSA 321 – Money and Banking**

**Prerequisite(s):** BSA 231

Historical review of the banking system of the United States; other financial institutions; effects of monetary policy on prices, employment, income, and economic growth (Investment). **(3 hrs)**

**Spring**

**BSA 327 – Java Programming**

An introduction to Java programming, covering basic computer programming concepts such as variables, data types, data structures and functions. **(3hrs)**

**Spring**

**BSA 328 – Data Structures**

**Prerequisite(s):** BSA 228

Encompasses the study and construction of lists, vectors, arrays, searching, sorting, file development and file maintenance. **(3 hrs)**

**Fall**

**BSA 330 – Statistics for Business Planning**

**Prerequisite(s):** MAT 122

Descriptive statistics, statistical inference, and regression analysis. **(3 hrs)**

**Fall**

**BSA 331 – Quantitative Methods for Business**

**Prerequisite(s):** BSA330

Economic models, emphasizing their mathematical properties to illustrate the relevance of such topics as constrained maxima and minima, partially and simply ordered systems, theory of probability, and differential equations. **(3 hrs)**

**Spring**

**BSA 332 – Introduction to Investments**

**Prerequisite(s):** BSA 241

Focuses on types of investments, the duties of investment bankers, and how to read and interpret financial reports. Also deals with securities analysis, risk and return trade-offs and the functions and regulation of capital markets. **(3 hrs)**

**Fall**

**BSA 341 – Principles of Marketing****Prerequisite(s):** BSA 200

The movement of goods and services from producer to consumer, with emphasis on the functions of marketing, the marketing mix, and promotional activities. **(3 hrs)**

**Fall/Spring****BSA 342 – Small Business Management****Prerequisite(s):** BSA 301

Business activity as it applies to small business, with emphasis on management, marketing, and finance. **(3 hrs)**

**Spring****BSA 343 – International Marketing****Prerequisite(s):** BSA 341

The study of resource allocation and price and output problems involved in international markets operating under multi economic systems; comparison and contrast between capitalist and non-capitalist economic systems. **(3 hrs)**

**Spring****BSA 344 Information Systems Analysis & Design****Prerequisite(s):** BSA 229

A study in the analysis, system design, program appraisal and development, and implementation of computer information systems. The course concentrates upon the study of fact-finding approaches, documentation, hardware and software specification, I/O design, and implementation of data processing systems. **(3 hrs)**

**Spring****BSA 345 – Entrepreneur Accounting****Prerequisite(s):** BSA 204

Emphasizes the study and use of accounting principles, practice, and software applications pertinent to the small business/entrepreneurial enterprise. Emphasizes Excel Spreadsheets and Includes tax accounting for payroll. **(3 hrs)**

**Fall****BSA 346 – Sales Management****Prerequisite(s):** BSA 341

This course is designed to emphasize the importance of personal selling as an integral part of the promotion process. Topics of discussion will include: the basic sales task of salespeople; how the sales manager selects, trains and compensates salespeople and the different kinds of sales presentations. This course will cover critical issues that may arise. The course will help students to understand and develop the oral communication skills necessary for a successful sales career. **(3 hrs)**

**Fall****BSA 347 – Retailing****Prerequisite(s):** BSA 341

Provide students with an overview of how retailers plan their marketing strategies. Topics covered will include: the many kinds of retailers, the differences between the conventional and non-conventional retailers-including internet merchants, and other area of retailing such as trade-area analysis and retail site selection. **(3 hrs)**

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

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

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

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

**Fall**

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

Focuses on the models of consumer behavior that treats all of the behavioral influences on consumer buying behavior. This course surveys various analytical frameworks, concepts and theories that assist marketers to analyze and explain consumer purchaser decisions. The course is designed to help students understand how to use consumer behavior research data in developing marketing mix strategy planning. **(3 hrs)**

**Fall****BSA 372 – Advertising****Prerequisite(s):** BSA 341

Examines how managers can effectively use advertising as a tool to communicate with their target market. Class sessions will consist of lectures, and cases from a wide variety of industries. **(3 hrs)**

**Spring****BSA 373 – Industrial Marketing****Prerequisite(s):** BSA 341

This course will examine strategies of marketing products to industrial and commercial customers. Upon completing this course, students will have an understanding of how industrial products are similar to and differ from consumer products. Course will be taught through lectures, presentations and case-study methods. **(3 hrs)**

**Spring****BSA 380 – Organizational Behavior****Prerequisite(s):** BSA 301

Includes the study of major theories in organizational behavior and the application of these theories within the organizational context. **(3 hrs)**

**Spring****BSA 400 – International Economics****Prerequisite(s):** BSA 232

Principles and practices of international trade, balance of payments, fixed and flexible exchange rates, tariffs, and operation of international monetary systems. **(3 hrs)**

**Spring****BSA 415 – Computer Architecture and Organization****Prerequisite(s):** BSA 228

Introduces topics in computer architecture and organization. Emphasis is placed on classification of computers, memory, I/O systems, software influence on hardware, and special purpose architectures. **(3 hrs)**

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

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

**Fall****BSA 422 – Data Communication****Prerequisite(s):** BSA 228

Data Communication is concerned primarily with the exchange of data between two directly-connected devices. Key concepts include all aspects of transmission, interfacing, link control, and multiplexing. **(3 hrs)**

**Fall****BSA 423 – Auditing****Prerequisite(s):** BSA 304

Standards and objectives, reports, internal controls, examination of internal and external records, working papers, procedures, and other related topics. **(3 hrs)**

**Spring**

**BSA 430 – Federal Tax Accounting****Prerequisite(s):** BSA 204Concepts and applications of the federal income tax laws with particular emphasis on individual income taxes. **(3 hrs)****Fall****BSA 431 – Governmental and Not-for-Profit Accounting****Prerequisite(s):** BSA 205Principles and methods of accounting in local, state and federal governments; includes systems for private and non-profit organizations. **(3 hrs)****Spring****BSA 440 – Data Base Management****Prerequisite(s):** BSA 229Introduction to the use of computers for business and other administrative applications. Methods of data organization, storage and reporting are considered to satisfy specific needs for information. **(3 hrs)****Spring****BSA 442 – Marketing Research****Prerequisite(s):** BSA 341Focuses on how marketing managers improve decision-making with marketing research. In addition to traditional methods of collecting research data, nontraditional topics such as the role of intranets and online access to multimedia data, use of search engines to gather information from the Internet for primary data collection, including online focus groups and surveys and interactive questionnaires. **(3 hrs)****Fall****BSA 444 – Consolidation and International Accounting****Prerequisite(s):** BSA 305Focus on preparation and analysis of multi-corporations financial accounting statements. Emphasis is on consolidation of both domestic and international firms. Problems of translating foreign currency and financial statements into domestic dollars and financial statements are identified with GAAP solutions. **(3 hrs)****Fall****BSA 450 – Capital Structure in Developing Countries****Prerequisite(s):** BSA 201Profiles of the study of theory and practice of capital structure & growth and development in the developing countries. Problems of capital acquisition, effect on economic development of population and labor force, employment, urbanization, and education; and analysis of monetary and fiscal policies of less-developed countries, role of the capitalistic nations, the world bank, and their impact on economic development. **(3 hrs)****Spring****BSA 451 – Human Resources Management****Prerequisite(s):** BSA 301The course examines the concepts underlying human resources management and reviews the various Human Resources functional areas in the field. Functional areas of study include planning, staffing and recruitment, training and development, practices of personnel administration, as well as compensation and benefits. Central to this course is how institutions, policies, legislations and governmental regulations impact the management of human resources. **(3 hrs)****Spring****BSA 460 – Special Topics Seminar****Prerequisite(s):** Permission of InstructorSpecial interest topics to be explored by majors in general or in a specific emphasis. Topics may be expansion in the area of subjects offered or an experimentation in new topic offerings. **(3 hrs)****Fall/Spring****BSA 470 – Internship****Prerequisite(s):** Permission of InstructorProvides the opportunity to test students' business skills and career aptitudes in a business setting. Students work with experienced professionals/ entrepreneurs. **(3 hrs)****Fall/Spring**

**BSA 480 – Production Management****Prerequisite(s):** BSA 331Focuses on the techniques of operations management including CPM, PERT, inventory control, quality control, production scheduling, manufacturing methods, job evaluation, purchasing, and economic analysis. **(3 hrs)****Fall****BSA 489 – Management Problems, Policies, and Planning****Prerequisite(s):** BSA 301Capstone course in which seniors integrate knowledge obtained in previous courses. Computer-based case analysis is utilized, and a comprehensive term project is completed. **(3 hrs)****Spring****CHEMISTRY (CHE)****CHE 120 – General Chemistry I****Prerequisite(s):** Two years of high school algebra with grades of “C” or better or MAT 122. Grade of “S” in REA 099, ENG 099, and MAT 099 (if required). Periodic table of elements, atomic and molecular structure, bonding, thermochemistry, gas laws, and solution chemistry. Three hours lecture and three hours laboratory per week. **(4 hrs)**

Fall/Spring

**CHE 121 – General Chemistry II****Prerequisite(s):** CHE 120Chemical equilibria, acids and bases, kinetics, molecular structure, and properties of the more common elements. Three hours lecture and three hours laboratory per week. **(4 hrs)**

Fall/Spring

**CHE 233 – Quantitative Analysis****Prerequisite(s):** CHE 121Theory and practice of quantitative analysis. Gravimetric and volumetric analysis and introduction to modern instrumental techniques. Three hours lecture and three hours laboratory per week. **(4 hrs)**

Fall

**CHE 334 – Organic Chemistry I****Prerequisite(s):** CHE 121 and MAT 122Composition, nomenclature, preparation, reactions, and reaction mechanisms of aliphatic hydrocarbons and functional groups of halogens and oxygen. Three hours lecture and three hours laboratory per week. **(4 hrs)**

Fall

**CHE 335 – Organic Chemistry II****Prerequisite(s):** CHE 334Continuation of CHE 334. Functional groups of nitrogen, aromatic hydrocarbons, and biological molecules. Three hours lecture and three hours laboratory per week. **(4 hrs)**

Spring

**CHE 336 – Instrumental Analysis****Prerequisite(s):** CHE 233Modern spectroscopic, chromatographic, and electrochemical analyses. Three hours lecture and three hours laboratory per week. **(4 hrs)**

Spring

**CHE 421 – General Biochemistry****Prerequisite(s):** BIO 112 and CHE 334Chemical composition and molecular organization of cells and tissues. Enzyme action and biochemical reactions of cellular metabolism. Three hours lecture and three hours laboratory per week. **(4 hrs)**

Fall/Spring

**CHE 422 – Inorganic Chemistry****Co-requisite:** CHE 437

Chemistry of representative elements, transition elements and coordination compounds. Three hours lecture and three hours laboratory per week. **(4 hrs)**  
Spring (offered as needed)

#### **CHE 423 – Organic Analysis**

**Prerequisite(s):** CHE 335

Modern analytical methods of organic compounds. Three hours lecture and three hours laboratory per week. **(4 hrs)**  
Fall/Spring (offered as needed)

#### **CHE 425 – Organic Preparations**

**Prerequisite(s):** CHE 335

Multi-step synthesis of organic compounds. Nine hours laboratory per week. **(3 hrs)**  
Fall/Spring (offered as needed)

#### **CHE 436 – Physical Chemistry I**

**Prerequisite(s):** CHE 233 and MAT 220

Application of physical laws to chemical phenomena. Covers thermodynamics, kinetics, phase equilibria, electrochemistry, chemical statistics, and spectroscopy. Three hours lecture and three hours laboratory per week. **(4 hrs)**  
Fall

#### **CHE 437 – Physical Chemistry II**

**Prerequisite(s):** CHE 436

Continuation of Chemistry 436. Three hours lecture and three hours laboratory per week. **(4 hrs)**  
Spring

#### **CHE 450 – Independent Research**

**Prerequisite(s):** CHE 336

Basic chemical or biomedical research. Open to biology and chemistry majors. Students must file an “Independent Study” form detailing the arrangements. Hours and credit to be arranged. **(1-4 hrs)**  
Fall/Spring

#### **CHE 460-469 – Special Topics**

Subject to Department and instructor approval. Provides an opportunity for Chemistry students to study a topic of interest in the major field under supervision of a Chemistry professor. **(1-4 hrs)**  
Fall/Spring

#### **CHE 470 – Chemistry Seminar I**

**Prerequisite(s):** CHE 120

Topics covering current and advanced chemical processes and technological applications are examined. Students present seminar topic orally. Group discussion of scientific journal topics included. Designed for sophomores and juniors. One seminar per week. Grading: “S” or “U”. **(0 hrs)**  
Fall/Spring

#### **CHE 471 – Chemistry Seminar II**

**Prerequisite(s):** CHE 470

Expansion of seminar topic presented in CHE 470. Students present seminar topic orally. Group discussion of scientific journal topics is included. Designed for juniors. One seminar per week. Grading: “S” or “U”. **(0 hrs)**  
Fall/Spring

#### **CHE 472 – Chemistry Seminar III**

**Prerequisite(s):** CHE 471

Introduction and presentation of Senior Major Field Paper topic. Students present seminar topic orally. Group discussion of scientific journal is included. Designed for juniors and seniors. One seminar per week. Grading: “S” or “U” **(0 hrs)**  
Fall/Spring

#### **CHE 473 – Chemistry Seminar IV**

**Prerequisite(s):** CHE 472

Designed for chemistry seniors. Original research (laboratory, field, or clinical), the results of which must be reported orally in seminar and in writing to the chemistry and biology faculty. An acceptable report must be completed at least one month prior to the expected date of graduation. One seminar per week. Grading on an “A, B, C, D or F” basis. **(1 hr)**  
Fall/Spring

## COMPUTER SCIENCE (CSC)

### **CSC 100 – Computer Applications and Programming**

Introduction to computers and information processing, cybersecurity, fundamental concepts and operations. Computer capabilities limitations and applications, system components and social impact. Exposure to internet applications, e.g., word processing, spreadsheets, presentations, graphics, and databases. **(3 hrs)**

Fall/Spring

### **CSC 226 – Introduction to Computing**

**Prerequisite(s):** MAT 122 and CSC 100

Fundamentals of programming concepts, capabilities and limitations, history and development of modern computers and components of the computer system. Visual Basic programming including its environment, controls, menus, forms, OLE objects, adding internet access, and providing help systems. **(3 hrs)**

Fall/Spring

### **CSC 230 – Principles of Programming I**

**Prerequisite(s):** MAT 122 and CSC 100

Fundamental procedural programming concepts. Fundamentals used in design and development of programs using C++ language. Data types, control structures, functions, arrays, files, and the mechanics of running, and debugging. Historical and social context of computing. Overview of computer science as a discipline. **(3 hrs)**

Fall

### **CSC 231 – Principles of Programming II**

**Prerequisite(s):** CSC 230

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

Spring

### **CSC 250 – Algorithms and Data Structures**

**Prerequisite(s):** CSC 230 or CSC 340

Formal techniques that support the design considerations of efficiency. Asymptotic complexity bounds, techniques of analysis, algorithmic strategies, and automata theory and its application to language translation. The study of data structures including trees, stacks, and sorts. **(3 hrs)**

Fall

### **CSC 340 – Object Oriented Programming I**

**Prerequisite(s):** MAT 122 and CSC 100

The concepts of object-oriented programming using Java language. Review of control structures and types with emphasis on structured data types and array processing. The object-oriented programming paradigm, the definition and use of classes, the fundamentals of object-oriented design. **(3 hrs)**

Fall

### **CSC 341 – Object Oriented Programming II**

**Prerequisite(s):** CSC 340

The concepts involved in the advanced object-oriented approach to data structure and programming. Topics include capturing user actions with a listener, adding buttons and text fields to an interface, arranging components using the border layout manager, converting between data types both implicitly and explicitly, finding the formatting rules for the locale where an applet is run. **(3 hrs)**

Spring

### **CSC 352 – Computer Graphics and Multimedia**

**Prerequisite(s):** CSC 230 or CSC 340

Introduction to and use of computer graphics as they apply to multimedia, the World-Wide Web, and the design of human computer interface. Principles and techniques of computer graphics will be addressed. **(3 hrs)**

Fall

### **CSC 362 – Assembly Language Programming**

**Prerequisite(s):** CSC 340 or CSC 230

Introduction to assembly language, program linkage, input-output instructions, and machine organization. Topics include registers, memory instruction formats. character data processing decimal, hexadecimal and binary numerical representation, subroutines and program linkage. **(3 hrs)**

Fall

### **CSC 446 – Data Communications and Networks**

**Prerequisite(s):** CSC 341 or CSC 231

Introduction to data communication and networks. Topics include communication protocols, communication environment, local area networks, distributed processing, network management and design, encoding, signaling, data protocols, data transmission techniques, and topologies control strategies. **(3 hrs)**

Spring

### **CSC 455 – Software Engineering and Development**

**Prerequisite(s):** CSC 341 or CSC 231

The process of analyzing and finding solutions for organizational problems that require computer-based solutions. Includes survey development, metrics, and the study of software techniques use to design and maintain solutions. **(3 hrs)**

### **CSC 460-461 Special Topics**

Subject to Department and instructor approval, provides an opportunity for computer science students to study a topic of interest in the major field under supervision of a Computer Science professor. **(1-4 hrs)**

Fall/Spring

### **CSC 462 – Computer Architecture and Operating Systems**

**Prerequisite(s):** CSC 341 or CSC 231

Introduces the fundamentals of operating systems design and implementation. Topics include an overview of the components of an operating system, mutual exclusion and synchronization, implementation of processes algorithms, memory management, and file systems. **(3 hrs)**

Spring

## **DRAMA (DRA)**

### **DRA 200 – Fundamentals of Technical Theater**

**Prerequisite(s):** Open to students with junior status.

This course surveys the techniques for designing, building, painting, costuming, and managing a theatrical production. Students enrolled in this course will be called upon as needed to assist with Paine College dramatic productions as partial fulfillment of the requirements of the course. **(3 hrs)**

Fall/Spring

### **DRA 270 – Theater Performance and Play Production**

Admission by audition/permission only. This is a one-semester course designed to introduce beginning actors to the basics required for securing, preparing for, and executing a dramatic role before the public in a produced play. **(1 hr) (repeatable to a max. 8 hrs)**

Fall/Spring

### **DRA 271 – Acting I: Acting Workshop**

This course introduces the student to the craft of acting including training in voice, movement, emotional sensitivity, improvisation, and scene study. The student will develop the necessary skills for preparing and learning dramatic materials suitable for use in an audition for a leading role in a dramatic production. **(3 hrs)**

Fall

### **DRA 272 – Acting II: Scene Study**

**Prerequisite(s):** DRA 271

This course is a continuation of Acting I with a continued focus on developing those skills learned in that course. Also, it includes studies in text and subtext, scene study, and character analysis. The student will develop the necessary skills for preparing and developing dramatic materials related to working with a scene partner. **(3 hrs)**

Spring

### **DRA 273 – Acting III: Period Style**

**Prerequisite(s):** DRA 272.

This course introduces the problems of enacting period literature from Greek to early twentieth century. Students address problems of deportment and stage movement, diction, and meter. Scenes performed from Greek, Roman, Renaissance, Restoration, and early Modern repertoires. **(3 hrs)**

Fall

**DRA 375 – Stage Lighting**

This course will focus on lighting design for the theater, including equipment and tools of the lighting designer; drafting techniques in creating a lighting plot; and design analysis and theory. **(3 hrs)**

**Fall**

**DRA 378 – Directing**

This course is a study of the fundamental techniques of stage directing. It introduces concepts regarding stage space, blocking and movement, script analysis and interpretation, and style. Reading, discussions, laboratory work, the directing of scenes and one-act plays, and the creation of a prompt book are required. **(3 hrs)**

**Spring**

**DRA 381 – Stage Management**

**Prerequisite(s):** Junior Status

This course will focus on principles of stage management for the theater, including cast and crew job descriptions and responsibilities, time management, planning, scheduling, prompt book, rehearsals, attitudes, and calling a show. Students will complete a stage management project for a selected play. **(3 hrs)**

**Fall/Spring**

**EDU 101: Preparing for Excellence**

Acquaints new students with aspects of college life and assists them in making adjustments required of all new and first-time students. **(1 hr)**

**Fall/Spring**

**ECONOMICS – (ECO)****ECO 231 Macroeconomics (BSA 231, Cross-Listed)**

The nature of the economic problem; principles of resources allocation; laws of supply and demand; income and employment, fiscal policy, money and banking. **(3 hrs)**

**Fall/Spring**

**ECO 232 – Microeconomics**

Analysis of consumer demand; determination of price and output under varying market structures; applications of demand and supply, elasticity, and pricing of factors of production. **(3 hrs)**

**Fall/Spring**

**ECO 321 – Money and Banking**

**Prerequisite(s):** ECO 231

Historical review of the banking system in the United States; other financial institutions; effects of monetary policy on prices, employment, income and economic growth. **(3 hrs)**

**Spring**

**ECO 331 – Intermediate Macroeconomic Theory**

**Prerequisite(s):** ECO 232 and MAT 124

Theoretical analysis of production, value, distribution and pricing under various economic structures; in depth study of microeconomic topics. **(3 hrs)**

**Fall/Spring**

**ECO 341 – Contemporary Issues in Economics**

**Prerequisite(s):** ECO 231

An analysis of economic issues like inflation, unemployment, income, distribution, pollution, and productivity monetary and fiscal policy in action. **(3 hrs)**

**Fall/Spring**

**ECO 351 – Public Finance**

**Prerequisite(s):** ECO 231

Analysis of local, state, and federal government expenditure and taxation in relation to economic stability, employment and distribution of income. **(3 hrs)**

**Fall/Spring**

**ECO 361 – Labor Economics**

**Prerequisite(s):** ECO 232

An analysis of supply and demand for labor, study of philosophy of labor unions, labor legislation, labor management relationship and current labor problems. **(3 hrs), Fall/Spring**

**ECO 371 – Consumer Economics****Prerequisite(s):** ECO 232

Topics include economic problems of family, consumer credit, analysis of various types of insurance, legal rights of the consumer, standard of living and budgeting. **(3 hrs)**

**Fall/Spring****ECO 391 – Comparative Economic Systems****Prerequisite(s):** ECO 232

The study of resource allocation and price and output determination under different economic systems; comparison and contrast between capitalist and socialist economic systems. **(3 hrs)**

**Fall/Spring****ECO 400-International Economics****Prerequisite(s):** ECO 232 and ECO 321

Principles and practices of international trade, balance of payments, fixed and flexible exchange rates, tariffs, and operation of international monetary systems. **(3 hrs)**

**Fall/Spring****ECO 421 – Economic Policy****Prerequisite(s):** ECO 321

Analysis of macroeconomic models of income determination, historical perspective of fiscal and monetary policies and their effectiveness in solving inflation, unemployment, and other economic problems. **(3 hrs)**

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

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

**ECO 442 – Economic Development****Prerequisite(s):** ECO 232 and ECO 321

Profiles of the study of theory and measurement of economic growth and development; developing countries effect on economic development of population, employment, urbanization, and education; and analysis of monetary and fiscal policies of less developed countries and the impact of economic development. **(3 hrs)**

**Fall/Spring****ECO 451 – Urban Economics****Prerequisite(s):** ECO 232

A study of the economic nature of problems in cities; land use and transportation problems. **(3 hrs)**

**Fall/Spring****ECO 425 – Special Topics in Economics**

Seminars focusing on selected economics topics and problems; subject areas will vary according to the interests of the students and instructors. **(3 hrs)**

**Fall/Spring****EDU 101: Preparing for Excellence**

Acquaints new students with aspects of college life and assists them in making adjustments required of all new and first-time students. **(1 hr)**

**Fall/Spring****ENGLISH (ENG)****ENG 101 – Composition I**

Composition I focuses on developing skills required for effective writing in a variety of contexts in academic and professional writing. Students in English 101 will write a five-paragraph expository college-level essay with three developmental paragraphs that support a thesis statement, contain appropriate concrete details and examples, and demonstrate competency in Standard English within a specified time period. A review of grammar, usage, and mechanics is included. A grade of "C" or better is required to pass this course. **(3 hrs)**

**Fall/ Spring****ENG 102 – Composition II**

**Prerequisite(s):** ENG 101 (“C” or better)

Composition II focuses on skills required for effective writing in a variety of contexts, with emphasis on argumentation and the research paper. Students in English 102 will write a persuasive college-level essay with developmental paragraphs that support a thesis statement, contain appropriate concrete supporting details and examples, and demonstrate competency in Standard English on demand. A review of grammar, usage, and mechanics is included. A grade of “C” or better is required to pass this course. (3 hrs)

**Fall/Spring**

### **ENG 205 – Teaching of Writing**

**Prerequisite(s):** ENG 101 and ENG 102 (both with a “C” or better)

This course focuses on strategies for teaching writing elements. Emphasis is placed on writing patterns and grammatical language structure that convey thoughts and ideas in written form. (3 hrs)

**Spring**

### **ENG 232 – Introduction to Literature**

**Prerequisite(s):** ENG 102 (“C” or better)

This introductory course presents students with different types of literature in such a way that the student will learn to read poetry, fiction, and drama with understanding and enjoyment. Students will also learn how to write themes about literature. Students take the Sophomore Proficiency Examination in English (S.P.E.E.) during the semester in which they are enrolled in this course. (3 hrs)

**Fall**

### **ENG 233 – Types of Drama**

Types of Drama presents principles of dramatic technique necessary to the proper evaluation of stage and screen productions. (3 hrs)

**Spring**

### **ENG 234 – World Literature in Translation I**

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

This is a course of reading and writing about the main currents in western literature on the Continent, from Ancient Greece to Neoclassicism in the 17th century. It is required of all English majors. (3 hrs)

**Fall**

### **ENG 235 – World Literature in Translation II**

**Prerequisite(s):** ENG 234 (“C” or better)

This course is a continuation of English 234, entailing reading and writing about the masterpieces of Neoclassicism, Romanticism, Realism and 20th Century Impressionism. It is required of all English majors. (3 hrs)

**Spring**

### **ENG 242 – Fundamentals of Speech Communication**

**Prerequisite(s):** ENG 101 and ENG 102 (“C” or better)

This course is designed to provide an introduction to oral communication techniques that will enable students the tools to become effective speakers to diverse audiences and in varied contexts. (3 hrs)

**Fall**

### **ENG 300 – Advanced Composition**

**Prerequisite(s):** ENG 101 and 102 (both with a “C” or better)

Emphasis on writing with clarity and effectiveness is the major focus of this course. In addition, language proficiency, logical thinking, basic principles and techniques of modern communication, including audience, content analysis and semantics are also parts of this course. (3 hrs)

**Spring**

### **ENG 301 – Technical Writing**

**Prerequisite(s):** English 101 and ENG 102 (both “C” or better),

This course includes the study of the basic issues, elements, and genres of technical writing. Technical Writing will also focus on workplace writing skills, including electronic writing techniques such as .html, graphics, and internet application. (3 hrs)

**Fall/Spring**

### **ENG 311 – History of English Language**

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

This course traces the origins and development of English and its relation to other languages. (3 hrs)

**Fall**

**ENG 324 – British Literature from Beowulf to 1784****Prerequisite(s):** ENG 232 (“C” or better)This course is a historical approach to English literature from its beginning to the death of Samuel Johnson. **(3 hrs)****Fall****ENG 325 – British Literature Since 1784****Prerequisite(s):** ENG 324 (“C” or better)This course is a continuation of English 324, covering English literature from Burns through the contemporary era. It is required of English majors. **(3 hrs)****Spring****ENG 328 – Adolescent Literature****Prerequisite(s):** ENG 232 (“C” or better for all courses)This is a course in the teaching of reading which investigates programs for developing readiness and teaching reading. The course explores representative literary texts typically used in middle schools. Special attention will be paid to teaching literature to young adults and issues related to the choice and quality of samples. **(3 hrs)****Fall****ENG 330 – American Literature 1608-1870****Prerequisite(s):** ENG 232 (“C” or better)This course is about the forces that have shaped American ideals and the writers who have best set forth these concepts. It is required of all English majors. **(3 hrs)****Fall****ENG 331 – American Literature Since 1870****Prerequisite(s):** ENG 330 (“C” or better)This course examines recent trends in American Literature. Realism in fiction and the treatment of American problems are given special attention. It is required of all English majors. **(3 hrs)****Spring****ENG 332 – Black Literature 1760-1900****Prerequisite(s):** ENG 232 (“C” or better)This course encompasses the writings of Black American authors from the beginning to the end of the 19th century. It treats selected literature, representative of the struggle for the extinction of slavery, and racial adjustment before and after Reconstruction. It is required of all English majors. **(3 hrs)****Fall****ENG 333 – Black Literature of the 20th Century****Prerequisite(s):** ENG 332 (“C” or better)This course is a survey of the literary voice of the African American of the 20th Century. Representative selections of all major genres will be studied. It is required of all English majors. **(3 hrs)****Spring****ENG 334 – Romantic Prose and Poetry****Prerequisite(s):** ENG 232 (“C” or better)

The course is about the representative writings of the leading poets and prose writers of the Romantic Period and the movements and conditions that influenced their writing.

**(3 hrs)****Spring****ENG 335 – Victorian Prose and Poetry****Prerequisite(s):** ENG 232 (“C” or better)This course is about the political, social, and aesthetic movements that influenced the poets and prose writers of the Victorian Period. It includes an intensive study of representative writings of these authors. **(3 hrs)****Fall****ENG 338 – Women's Literature and Criticism****Prerequisite(s):** ENG 232 (“C” or better)This course is an introduction to the major literary works by women writers in English, as well as major critical theories introduced by women critics. **(3 hrs)****Spring**

**ENG 340 – African Literature****Prerequisite(s):** ENG 232 (“C” or better)

This course is an introduction to representative writings in their historical and social setting of African novelists, poets, and playwrights in English. (3 hrs)

**Fall****ENG 410 – Literary Criticism****Prerequisite(s):** ENG 232 (“C” or better)

Principles and methods of leading American and British literary critics are studied, and critical schools and their influences and interactions are traced. The focus is upon a clear concept of the development of literary criticism. (3 hrs)

**Fall****ENG 421 – Public Speaking****Prerequisite(s):** ENG 101 and ENG 102 (both “C” or better)

The selection, arrangement and presentation of speeches in a clear and convincing manner are the major emphases of this course. Effective, articulate delivery is emphasized. (3 hrs)

**Fall****ENG 430 – Shakespearean Drama****Prerequisite(s):** ENG 232 (“C” or better)

The analysis of typical plays of various periods in Shakespeare's dramatic career is the major focus of this course. It is also a discussion of the technique of the drama and facts regarding Shakespeare's reaction to his age and its literature. It is required of English majors. (3 hrs)

**Fall****ENG 432 – Literature of the 18th Century**

This course is about the representative English writers in poetry, drama, the essay, and the novel, with specific attention to the historical and social background from which the ideas of this century are drawn. (3 hrs)

**Spring****ENG 435 – The English Novel of the 19th Century**

Intensive study of selected novels by representative writers of the period is the major emphasis of this course. (3 hrs)

**Spring****ENG 436 – Contemporary Drama****Prerequisite(s):** ENG 232 (“C” or better)

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

**Fall****ENG 437 – The Modern Novel****Prerequisite(s):** ENG 232 (“C” or better)

This course is an introduction to the several major American and British novels written since World War I, with emphasis on the social movements and literary trends of the period. (3 hrs)

**Fall****ENG 439 – Modern Poetry****Prerequisite(s):** ENG 232 (“C” or better)

This course introduces the student to Modern American and British poetry from World War I to present. (3 hrs)

**Spring****ENG 454 – Senior Seminar in Reading and Research****Prerequisite(s):** ENG 232 (“C” or better)

The student is taught the evaluation of the levels of proficiency in English achieved by prospective graduates with English as a major and the study of research methods. It is required of all English majors. (3 hrs)

**Fall****ENG 455 – English Research Project****Prerequisite(s):** ENG 454 (“C” or better)

This course is a directed research project on a specific topic or theme that covers at least three literary periods or three literary authors and their works. It is required of all English majors. (3 hrs), **Spring**

### **ENG 460 – 463 – Special Projects**

**Prerequisite(s):** ENG 232 and ENG 300 (both “C” or better)

Provides a junior or senior English major with an opportunity to create a literary work or conduct an in-depth scholarly study of a topic of interest in the major field under the supervision of an English professor. Paper or literary work must be presented to the English faculty. By application. To be arranged. **(1 - 3 hrs)**

### **ENG 470 – Internship**

**Prerequisite(s):** ENG 232

Provides students with an opportunity to test their skills and career aptitudes in a professional setting. Students work with experienced professionals. By application. To be arranged. **(1 - 3 hrs)**

**Fall/Spring**

## **ENVIRONMENTAL SCIENCE (ESC)**

### **ESC 101 – Environmental Science Fundamentals**

Application of the basic concepts from chemistry, biology and other physical sciences to examine environmental issues involving resource conservation and management, conservation of our biodiversity and its relevance to natural ecosystems and environmental sustainability. Three hours lecture and three hours laboratory per week. **(4 hrs)**

**Fall/Spring**

### **ESC 201 – Introduction to Environmental Justice**

Introduction to environmental justice, environmental racism and environmental ethics. Also included are topics such as toxic releases, toxic waste, effects and cumulative risk assessments, zoning, land use, data collection and Executive Order 12898. Global issues of environmental injustice and related issues will be discussed. **(3 hrs)**

**Fall**

### **ESC 202 – Waste Management and Pollution Prevention Strategies**

**Prerequisite(s):** ESC 201 or consent of the instructor.

Introduction to ecosystem management and sustainability concepts; environmental auditing; resource conservation and recycling; principles of pollution prevention and waste minimization; waste management strategies for dealing with solid and liquid wastes; hazardous waste management; emergency planning and response, and compliance planning. **(3 hrs)**

**Spring**

### **ESC 210 – Environmental Statistical Techniques**

**Prerequisite(s):** ESC 101 and MAT 122

The course is designed to give students an introductory knowledge of statistics and to enable students to read statistical evidence in journal articles and reports, perform statistical calculations and analyses, and to understand technical presentations. The statistical principles and methods presented in the course will be applied to examples from medicine, business, science, social science and other fields. Topics include frequency distributions; percentage distributions; measures of central tendency; standard deviation; probability; sampling; chi-square distribution; and variance analyses including t-test and ANOVA. **(3 hrs)**

**Spring**

### **ESC 301 – Environmental Policy Management & Environmental Regulations**

Basics of air, soil, and ground water contamination; contaminant transport and site characterization techniques, geology, and hydrogeology; data management and interpretation; characterization, collection, and transport of municipal solid wastes; recycling, source and thermal processing; hazardous chemical and radioactive waste management; physical, chemical, and biological treatment; thermal processing and destruction of hazardous waste; project management; liability principles and practices; and the role of enforcement agencies in implementing environmental regulations. **(3 hrs)**

**Fall**

### **ESC 302 – Environmental Monitoring and Instrumentation**

**Prerequisite(s):** CHE 334

The course deals with environmental monitoring processes; sampling methods for air, soil, and water; essentials of equipment maintenance methods, equipment calibration, proper testing methods, proper use of standardized testing forms, and EPA data tolerances; and an introduction to quality assurance principles; pre-and post-sampling operations. Three hours lecture and three hours laboratory per week. **(4 hrs)**

**Spring**

**ESC 401 – Environmental Toxicology****Prerequisite(s):** CHE 335

Toxicologic identification, sampling, measurement, monitoring, and mitigation. Movement, distribution, and fate of toxins; bioaccumulation and magnification; mechanisms for minimizing toxic effects; measuring toxicity; risk assessment (definitions, methods, calculations, interpretation of results; exposure pathways chronic and acute exposures and health effects); human health problems of short and long term pesticide exposure; and integrated pest management. Three hours lecture and three-hour laboratory per week. **(4 hrs)**

Fall

**ESC 402 – Introduction of Risk Assessment/Risk Management****Prerequisite(s):** ESC 210

The course provides students with the necessary knowledge to perform risk assessment studies. Topics include general principles of risk assessment; hazard identification; dose-response assessment; exposure assessment; risk characterization; risk management and ecosystem risk assessment. Three hours lecture and three hours laboratory per week. **(4 hrs)**

Spring

**FRENCH (FRE)****FRE 220 – Elementary French I**

This course offers the students oral and written practice in French, with emphasis on sentence patterns and fundamental principles of structure. Three class meetings and two laboratory sessions per week. **(3 hrs)**

Fall/Spring

**FRE 221 – Elementary French II****Prerequisite(s):** FRE 220

This course is a continuation of oral and written practice in French, with emphasis on sentence patterns and fundamental principles of structure. **(3 hrs)**

Fall/Spring

**FRE 322 – Intermediate French I****Prerequisite(s):** FRE 221

This course is an intensive and extensive oral practice of French and varied readings of French texts. **(3 hrs)**

Fall

**FRE 323 – Intermediate French II****Prerequisite(s):** FRE 322

This course is an intensive and extensive reading of texts of marked literary merit, articles on culture and civilization, current events and readings in the physical and social sciences, preparing students to read and converse in specialized fields and to enter advanced courses in conversation, civilization and literature. **(3 hrs)**

Spring

**FRE 342 – Conversational French****Prerequisite(s):** FRE 323

This course introduces the student to varied activities designed to enhance oral and written expression with emphasis on conversation and composition. **(3 hrs)**

Fall

**FRE 343 – Advanced Conversation and Composition****Prerequisite(s):** FRE 342

This course is a comprehensive review of French grammar and syntax with emphasis on vocabulary building. **(3 hrs)**

Spring

**FRE 401 – Teaching Romance Languages****Prerequisite(s):** FRE 342

This course instructs the students about the problems, materials, and techniques of teaching foreign languages at the elementary and intermediate levels. **(3 hrs)**

Fall

**FRE 426 – Survey of French Literature I****Prerequisite(s):** FRE 220 and 221

This course surveys representative works of prose, poetry, and drama from the French Middle Ages to the French Revolution.

**(3 hrs)****Spring****FRE 427 – Survey of French Literature II****Prerequisite(s):** FRE 426This course surveys representative works of prose, poetry, and drama from the French Revolution to the present. **(3 hrs)****Fall****FRE 440 – Afro-French Literature****Prerequisite(s):** FRE 220 and 221This course is a study of the literary master pieces of French Speaking Africa. **(3 hrs)****Spring****GEOGRAPHY (GEO)****GEO 231 – World and Regional Geography**Survey of the major world realms and regions with special attention to humankind and the physical environments. **(3 hrs)****Fall****HEALTH EDUCATION (HED)****HED 225 – Personal and Community Hygiene**Introduces students to health methodology based upon most current research and the Natural Health Education Standards. It emphasizes health content, curriculum and concepts related to disease prevention. Analyzes the culture, media, and technology on the health-related issues (home, school, community). **(2 hrs)****Fall****HISTORY (HIS)****HIS 103 – Survey of United States History**Survey of the political, economic, and social development of the United States from pre-colonial times to the present **(3 hrs)****Fall/Spring****HIS 104 – African American History**The history of Blacks in America from their African origin to the present, and an assessment of their role in shaping social, political, and cultural structures. **(3 hrs)****Fall/Spring****HIS 112 – World History**Survey of world civilizations from pre-historic times to the present. **(3 hrs)****Fall/Spring****HIS 222 – U.S. History to 1865**First of a two-semester survey beginning with the discovery by Columbus and concluding with the Civil War. **(3 hrs)****Fall****HIS 223 – U.S. History since 1865**Second of a two-semester survey, beginning with Reconstruction and ending with the present. **(3 hrs)****Spring****HIS 250-254 – Special Topics in History**Seminars focusing on select historical topics and problems; subject areas will vary according to the interests of students and instructors. **(3 hrs)****Fall/Spring****HIS 310 – Georgia History**The history of Georgia from colonial times to the present. **(3 hrs), Spring**

**HIS 311 – Latin America**

Survey of the present scene in the countries south of the United States, and an assessment of their history in the colonial and national periods. (3 hrs)

**Fall**

**HIS 325 – American Military History**

A survey of the American military experience to include the significant battles and campaigns of its history, the application of military principles, and the development of the military establishment within the context of U.S. political, social, intellectual, and diplomatic history. (3 hrs)

**Fall**

**HIS 330 – Medieval Europe**

**Prerequisite(s):** HIS 103 or by permission

The key personalities and institutions, which have shaped European development from the fall of the Roman Empire in the West to 1500 A.D. (3 hrs)

**Spring**

**HIS 331 – Early Modern Europe**

**Prerequisite(s):** History 103 or by permission

The political, economic, social, and religious development of Europe from 1500 to the fall of Napoleon in 1815. (3 hrs)

**Spring**

**HIS 332 – Late Modern Europe**

**Prerequisite(s):** HIS 103 or by permission

The political, economic, social, and cultural development of nineteenth and twentieth century Europe. (3 hrs)

**Spring**

**HIS 348 – Women in United States History**

A survey of U.S. History focusing on the lives of women from the colonial period to the present as well as on the women's movement for political, social, and economic equality. (3 hrs)

**Fall**

**HIS 402 – History of Sub-Saharan Africa**

Survey of Sub-Saharan Africa from the medieval period to the present, with special emphasis on the emergence of modern political units and the Pan African movement. (3 hrs)

**Fall/Spring**

**HIS 410 – U.S. Economic History**

**Prerequisite(s):** HIS 222 or 223

The evolution of the United States from an agrarian economy to an industrial giant.

(3 hrs)

**Offered as needed**

**HIS 420 – Modern Asia**

Historical survey of nations in East Asia with emphasis on China, Japan, Korea, Vietnam, and Thailand; and a survey of India, its culture, religion, and impact upon the modern world. (3 hrs)

**Fall/Spring**

**HIS 426-427 & 429-431 – Special Topics in History**

Seminars focusing on select historical topics and problems; subject areas will vary according to the interests of students and instructors. (3 hrs)

**Fall/Spring**

**HIS 428 – Middle East and North Africa**

A survey of the Middle East and North African history from ancient times to the present. (3 hrs)

**Fall/Spring**

**HIS 435 – Twentieth Century Russia**

A study of the decline of Imperial Russia, the establishment of a Communist regime, and its demise. Includes the study of the political, social, and economic history that realm to the present. (3 hrs)

**Spring**

**HIS 440 – United States Diplomatic History**

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

**Offered as needed**

**HIS 460 – Historical Methodologies**

Theory and methods of historical inquiry. Required of history majors in the senior year, after three-fourths of the program has been completed. (3 hrs)

**Fall**

**HIS 461 – History Research Project**

**Prerequisite(s):** HIS 460

Directed project in historical inquiry. Required of history majors in the senior year. Project must be presented to History faculty. (3 hrs)

**Spring**

**JOURNALISM (JRN)****JRN 252 – News Reporting and Writing I**

**Prerequisite(s):** ENG 101, 102

This course is a survey of the basic principles of journalistic writing and the fundamentals and techniques of news reporting.

(3 hrs)

**Fall**

**JRN 253 – News Reporting and Writing II**

**Prerequisite(s):** JRN 252

This is a newsgathering and reporting course. It is a continuation of JRN 252, with emphasis on newsgathering, reporting techniques, beat reporting, the exploration of news sources, and the writing of various types of news stories. (3 hrs)

**Spring**

**MASS COMMUNICATION (MAC)****MAC 201 – Media and Society**

This course is designed to introduce the student to fundamental concepts, theories, and histories with regard to newspapers, magazines, books, radio, recordings, television, movies, advertising, and digital media. Topics also include media as relating to social issues, law and regulation, and ethics. (3 hrs)

**Fall**

**MAC 202 – Film Appreciation**

This course introduces the student to principles of film theory and criticism. Also included are discussion on cinematography, film history, the language of film, film technology, and film language. The student will learn how to analyze a film to determine relationships between form and idea and form and function. (3 hrs)

**Spring (odd years)**

**MAC 203 – Introduction to Electronic Media (formerly MAC 401)**

Introduction to electronic media is an introduction to the historical perspectives, principles, philosophies, policies and practices of the broadcast media. Attention is also given to historical perspectives of broadcasting, its regulations, communication and change. (3 hrs)

**Spring**

**MAC 301 – Media, Law, and Ethics**

This course examines the idea of free speech as developed in the United States. Much of the course will be devoted to mass media law, including topics such as First Amendment issues, libel, free press, copyright, invasion of privacy, and obscenity. Topics related to media and ethics will also be examined. The student will develop the necessary skills for researching major legal cases related to the field of mass communications. (3 hrs)

**Fall**

**MAC 302 – Film History**

This course introduces the student to the study of the history and techniques of the motion picture concentrating on films from 1890 to 1940. Emphasis will be placed on the role of African Americans in that history in order that students understand and appreciate their contribution. **(3 hrs)**

**Fall**

**MAC 402 – Radio Production I**

Prerequisites: MAC 201, MAC 203, JRN 252, JRN 253

Radio production I gives students a chance to explore techniques and procedures in the creation, production, and direction of radio programming. Studies include an introduction to the world of broadcasting on the web, the latest trends in using standard PC's to automate radio production functions, computer editing, analog programming, and analog editing. The course is designed for students who may wish to pursue a career on the air, in a production capacity, or in a radio management position. **(3 hrs)**

**Fall**

**MAC 403 – Advanced Radio Production**

Prerequisites: MAC 201, MAC 203, JRN 252, JRN 253

Theory and techniques of computer-assisted editing are studied as well as computers in automation, computers in the programming function, computer applications in on-air production, and multi-channel recording. This course is a realistic look at the radio industry in transition, which provides the student with necessary knowledge and skill to work in radio production. **(3 hrs)**

**Spring**

**MAC 460 – Special Topics**

Offered when demand warrants topics in journalism, broadcasting, public relations, speech, and drama. **(1-3 hrs)**

**MAC 461 – Television Production I**

Prerequisites: MAC 201, MAC 203, JRN 252, JRN 253

This course examines techniques and procedures in the creation and production of television programs. Emphasis is on studio production work and techniques including television news reporting and the video editing process. It focuses on single-camera or camcorder video field production with emphasis on portable video, a fusion of aesthetic and technical concerns, a full discussion of the elements and techniques of video recording and postproduction editing aesthetics. Through a series of production exercises, students obtain the knowledge and competency necessary to work in the field of television production. **(3 hrs)**

**Spring**

**MAC 462 – Television Production II**

**Prerequisite(s):** MAC 461

Application of concepts and practices learned in Television I, students produce and direct portable video exercises. Emphasis is placed on experiences. **(3 hrs)**

**Spring**

**MAC 480 – Broadcast Announcing**

This course includes the study of theory and practical skills to enhance student understanding and performance of all types of broadcast material. It covers correct usage of American English and describes major areas of specialization within the field with emphasis upon articulation, copy interpretation, ad lib or impromptu speaking, and clear and effective communication.

**(3 hrs)**

**Spring**

**MAC 491 – Internship**

**Prerequisite(s):** Senior status

While serving as an intern, students receive in-service learning experiences in the field of mass communications. Each student is responsible for securing an internship with a local company to work in some area of mass communications. An internship supervisor guides the student through completion of a portfolio based on their work experience. **(6 hrs)**

**Fall**

## MATHEMATICS (MAT)

### **MAT 122 – College Algebra**

Admission based on placement test score. Topics include functions and their graphs, properties of functions, graphing techniques, special attention given to linear, quadratic; polynomial, rational and radical functions; and modeling. **(3 hrs)**  
Fall/Spring

### **MAT 126 – Precalculus**

**Prerequisite(s):** Satisfactory score on placement examination or MAT 122 (“C” or better)  
Topics include exponential, logarithmic, and trigonometric functions and conic sections. **(3 hrs)**  
Fall/Spring

### **MAT 220 – Calculus I**

Topics include limits, continuity, theory and applications of differentiation, mean value theorem and anti-derivatives. **(4 hrs)**  
Fall/Spring

### **MAT 221 – Calculus II**

**Prerequisite(s):** MAT 220 (“C” or better)  
Topics include fundamental theorem of calculus, techniques of integration, transcendental functions, area between curves, and volumes of solids of revolution. **(4 hrs)**  
Fall/Spring

### **MAT 222 – Calculus III**

**Prerequisite(s):** MAT 221 (“C” or better)  
L’Hopital’s rule, improper integrals, sequences and series, vectors, functions of several variables, partial derivatives, multiple integrals and polar graphing. **(4 hrs)**  
Fall/Spring

### **MAT 300 – Fundamentals of Mathematics Prerequisite(s): MAT 122 (“C” or better)**

A course for Early Childhood/Middle Grade Teachers. Students enhance their knowledge of mathematics and its applications in such areas as: set theory and set operations, elementary number theory, probability and counting techniques, statistics and data analysis and informal geometry including linear measurement, angular measurement, area and volume. **(3 hrs), Fall**

### **MAT 309 – Discrete Mathematics (Formerly MAT 206)**

**Prerequisite(s):** MAT 122 (“C” or better)  
Topics include logic, sets, techniques of proofs, counting methods, and probability. **(3 hrs), Fall**

### **MAT 314 – Problem Solving**

**Prerequisite(s):** MAT 300 (“C” or better)  
A course for Early Childhood/Middle Grade Teachers designed as a writing intensive course where students are required to communicate and connect mathematical ideas from previous courses in developing problem-solving strategies and tactics. **(3 hrs)**  
Fall

### **MAT 322 – Real Analysis**

**Prerequisite(s):** MAT 222 (“C” or better)  
Topics include axioms for the real numbers, sequences, series, continuity, differentiation, and integration. **(3 hrs) Spring**

### **MAT 333 – Introduction to Geometry**

**Prerequisite(s):** MAT 122 (“C” or better)  
Students analyze characteristics and properties of two and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships. Students expand the depth of their knowledge of Euclidean geometry through informal hands on procedures. Topics covered include congruent triangles, similarity, right triangles, circles, area, volume and total areas of solids, parallelism and coordinate geometry. **(3 hrs)**  
Spring

### **MAT 334 –Linear Algebra**

**Prerequisite(s):** MAT 309 (“C” or better)  
Topics include systems of linear equations, matrices, determinants, vector spaces, linear transformations, and eigen values. **(3 hrs)**  
Fall

**MAT 335 – Probability and Statistics****Prerequisite(s):** MAT 122 (“C” or better)A study of probability and mathematical statistics based on set theory, mathematical expectation, and principles of statistical inference. **(3 hrs)**

Spring (even years)

**MAT 340 – Number Systems****Prerequisite(s):** MAT 300 (“C” or better)A course for Early Childhood/Middle Grade Teachers-Topics include a study of early and modern numeration systems, base number systems, the real number system, including clock arithmetic, modular systems and mathematical systems without numbers. **(3 hrs)**

Spring

**MAT 344 – Number Theory****Prerequisite(s):** MAT 309 (“C” or better)Topics include Congruences, residue classes, quadratic reciprocity, Diophantine equations, prime numbers, and related topics. **(3 hrs)**

Fall (even years)

**MAT 442 – Differential Equations****Prerequisite(s):** MAT 221 (“C” or better)Topics include ordinary differential equations and applications, Laplace transforms, and series solutions. **(3 hrs)**

Fall

**MAT 450 – Modern Algebra****Prerequisite(s):** MAT 309 (“C” or better)A course exploring the theory of groups, rings, integral domains, and fields. **(3 hrs)**

Spring

**MAT 460-461 Special Topics**Subject to Department and instructor approval, provides an opportunity for Mathematics majors to study a topic of interest in the major field under supervision of a Mathematics professor.**(1-4 hrs)**

Fall/Spring

**MAT 472 – MAT Seminar I**Designed for Mathematics seniors. Informal discussion of current ideas and problems in mathematics. Grading: “P” or “U” basis. One seminar per week. **(0 hrs)**

Fall/Spring

**MAT 473 – MAT Seminar II**Designed for Mathematics seniors. Students will be required to write and present a major paper on a mathematical topic of interest, illustrating ability to do research and present findings. Grading on an “A, B, C, D or F” basis. One seminar per week. **(1 hr)**

Fall/Spring

**MILITARY SCIENCE (MIL)****MIL 101 – Foundations of Officership**Introduces students to issues and competencies that are central to a commissioned officer’s responsibilities. Establish framework for understanding officership, leadership, and Army values followed and “life skills” such as physical fitness and time management. This course is designed to give the cadet insight into the Army profession and the officer’s role within the Army. Open to all students. **(3 hrs)**

Fall

**MIL 102 – Basic Leadership**Establishes foundation of basic leadership fundamentals such as problem solving, communications, briefings and effective writing, goal setting, techniques for improving listening and speaking skills and an introduction to counseling. **(3hrs)**

Spring

**MIL 201 – Individual Leadership Studies**

Students identify successful leadership characteristics through observation of others and self through experiential learning exercises. Student's record observed traits (good and bad) in a dimensional leadership journal and discuss observations in small group settings. The curriculum involves understanding how to build teams, how to influence, how to communicate, how and when to make discussions, how to engage in creative problem solving, and how to plan and organize. **(3 hrs)**

**Fall**

**MIL 202 – Leadership & Teamwork**

Study examines how to build successful teams, various methods for influencing action, effective communication in setting and achieving goals, the importance of timing the decision, creativity in the problem solving process, and obtaining team buy-in through immediate feedback. **(3 hrs)**

**Spring**

**MIL 301 – Leadership & Problem Solving**

Students conduct self-assessment of leadership style, develop personal fitness regimen, and learn to plan and conduct individual/small unit tactical training while testing reasoning and problem-solving techniques. Students will receive direct feedback on leadership abilities. Students will also receive an introduction to the basic fundamentals of military map reading and land navigation. **(3 hrs)**

**Fall**

**MIL 302 – Leadership & Ethics**

Examines the role communications, values, and ethics play in effective leadership. Topics include ethical decision-making, consideration of others, spirituality in the military, and survey Army leadership doctrine. Emphasis on improving oral and written communication abilities and improving land navigation as applied with the military small unit leader. Includes further development of small unit tactics, leadership skills and physical conditioning. **(3 hrs)**

**Spring**

**MIL 306 – Leadership Training Course**

**Prerequisite(s):** Permission of Departmental Chair; 2.5 GPA for scholarship

A five-week summer camp conducted at Fort Knox, Kentucky. Students participate in physical training, land navigation, weapons and tactics, and leadership development. Successful completion qualifies individuals to validate or compete for a two-year scholarship. **(3 hrs)**

**Fall**

**MIL 401 – Leadership and Management**

**Prerequisite(s):** MIL 302

Develops student proficiency in planning and executing complex operations, functioning as a member of a staff, and mentoring subordinates. Students explore training management, methods of effective staff collaboration, and developmental counseling techniques. **(3 hrs)**

**Fall**

**MIL 402 – Officership**

Focuses on completing the transition from cadet to Lieutenant. Study includes case study analysis of military law and practical exercises on establishing an ethical command climate. Students must complete a semester long Senior Leadership Project that requires them to plan, organize, collaborate, analyze, and demonstrate their leadership skills. **(3 hrs)**

**Spring**

**MIL 406 – Leader Development and Assessment Course**

**Prerequisite(s):** MIL 302

A five-week summer camp conducted at Fort Lewis, Washington. Students participate in physical training, land navigation, weapons and tactics and leadership development. The final camp score is part of the student's accession application for service in the Army. **(3 hrs)**

**Fall**

**MIL 495 – Selected Topics**

**Prerequisite(s):** Permission of Departmental Chair

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

**MIL 496 – Battle Analysis**

An intensive / detailed study of an U.S. Army military battle. Study involves current Army doctrine, tactics, techniques and procedures and how commanders won or lost battle. **(3 hrs)**

## MEDIA STUDIES (MST)

### **MST 315 – Photojournalism**

The instruction is focused on the study of camera, film, printing, composition, light and lighting, flash, the principles of photojournalism, and deadline shooting for sports, general news, spot news and features. **(3 hrs)**

### **MST 335 – Internet/Blogging**

**This is an elective course.**

**Prerequisite(s):** JRN 252

Within the context of new media, this course demonstrates with graphical examples: (a) How to choose a blogging platform; (b) How to choose a niche for the blog; (c) How to automatically format the blog and insert images, and (d) How to optimize the blog on the various search engines in order to promote what is written for greatest impact and effect. **(3 hrs)**

### **MST 345 – Sports Feature Writing**

**This is an elective course.**

**Prerequisite(s):** JRN 252

This course is a study of feature writing in the context of sports. Instruction is focused on multimedia formats and personal interests, and how to research, and write and news stories within a sports framework. **(3 hrs)**

### **MST 425 – Introduction to Motion Picture Film**

**Prerequisite(s):** MAC 202

The visual structure of film, basic components: space, line, color, contrast/affinity are examined. The course also analyzes the technique, aesthetics, criticism, and social implications of TV/Film. Lectures are accompanied by screenings of appropriate professional works. **(3 hrs)**

### **MST 430 – Content and Consciousness**

**Prerequisite(s):** MAC 201

The course provides a critical examination of Hollywood's relationship with the Black actor from 1970 to the present. Rather than a typical genre study, focus is on the social, political, and economic ramifications of the era, the complexity of the soundtracks that were uncommon for then contemporary radio, and the global impact of Black cinema's influence on present day artistic and cultural confluences. **(3 hrs)**

### **MST 450 – Introduction to Graphic Design**

**Prerequisite(s):** MST 315

The course introduces students to computer systems developed for graphics. Instruction focuses on the hardware and software components for multimedia production. Each student will explore basic computer operations, ergonomics, file management, scanning techniques, archiving capabilities, and utilization of multimedia servers and Internet protocols. The course also examines basic design layout and conceptual elements concerning graphic design projects such as posters, advertisements, logos, and brochures. **(3 hrs)**

### **MST 490 – Screenwriting and Playwriting**

**Prerequisite(s):** MAC 202

Course instruction examines the structure of screen and stage plays. The course is also designed to develop the student's creative ability to conceive a dynamic premise and execute a written work with confidence. Emphasis is on the traditional three-act structure. Through classroom lecturers, timed writing and hands-on group activities, students will be capable of forging an emotional connection between character and self. **(3 hrs)**

## MUSIC (MUS)

### **MUS 102 – Music Fundamentals**

**Prerequisite(s):** By permission only

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

**Spring**

### **MUS 105 – Voice Class**

A survey of basic vocal techniques. **(1 hr)**

**Fall or Spring**

**MUS 109 – Applied Voice I**

Private instruction for first year students, one hour weekly. Progressive aspects of vocal culture, application of proper posture, breath control and vocal diction. End of semester advisory jury examination required. **(1-2 hrs)**

**Fall**

**MUS 110 – Applied Voice II**

**Prerequisite(s):** MUS 109

Continuation of private instruction in voice including development of vocal repertoire, style, and interpretation for first year students. End of semester advisory jury examination required. **(1-2 hrs)**

**Spring**

**MUS 120 – Music Appreciation**

Students learn the development, structure and aesthetic content of the art of music through reading, aural experience, and class discussion. **(3 hrs)**

**Fall and Spring**

**MUS 185 – Concert Choir**

First year students. Performance of traditional choral literature and general musicianship. Organization of singers that is open to the entire student body, which performs during weekly Assembly programs and throughout the community. **(1 hr)**

**Fall**

**MUS 186 – Concert Choir II**

First year students. Continuation of MUS 185. **(1 hr)**

**Spring**

**MUS 285 – Concert Choir III**

Second year students enroll in an organization of singers open to the entire student body, which sings major choral works and performs during weekly Assembly and throughout the community. **(0 to 1 hr)**

**Fall**

**MUS 286 – Concert Choir IV**

Continuation of MUS 285. **(1 hr)**

**Spring**

**MUS 332 – African American Music**

Musical and cultural influence of African Americans from their mostly West-African roots to the present. Special attention is given to the mixing of these components with traditional European influences creating genres such as spirituals, ragtime, blues, jazz, rhythm and blues, rock and roll and others. For music majors or non-majors. **(3 hrs)**

**Spring**

**MUS 385 – Concert Choir V**

Third year students enroll in an organization of singers open to the entire student body, which sings major choral works and performs during weekly Assembly programs and throughout the community. **(1 hr)**

**Fall**

**MUS 386 – Concert Choir VI**

Third year students enroll in an organization of singers open to the entire student body, which sings major choral works and performs during weekly Assembly programs and throughout the community. **(1 hr)**

**Spring**

**MUS 485 – Concert Choir VII**

Fourth year students enroll in an organization of singers open to the entire student body. **(0 to 1 hr)**

**Fall**

**MUS 486 – Concert Choir VIII**

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

**Spring**

## PHYSICAL EDUCATION (PED)

### **PED 120 – Fundamentals and Techniques of Activities I**

This course is designed to teach beginning fundamental skills of the sport. It offers techniques that are necessary for appropriate physical performance. Emphasis is placed on drills and game simulations. The development of team skills and activities are included in this course. **(1 hr)**

**Fall/Spring**

### **PED 121 – Fundamentals and Techniques of Activities II**

This course is designed to help students learn fundamental techniques in tennis. It offers sophisticated aspects of tennis activities. Topics such as lead-up games, terminology, rules, diagrams, abbreviated history, strategies and etiquette are projected to assist students with the fundamental skills of this sport. **(1 hr)**

**Fall/Spring**

### **PED 210 – Aerobics**

In this course the student is introduced to exercises that condition the heart and lungs. Toning exercises and improving cardiovascular fitness are stressed. Reflective thinking and correct aerobics techniques are included in class discussions and practices. **(1 hr)**

**Fall/Spring**

## PHILOSOPHY (PHI)

### **PHI 220 – Values and Society**

This course deals with questions of social morality from a multicultural perspective. **(2 hrs)**

**Fall/Spring**

### **PHI 230 – Problems of Philosophy**

Problems of Philosophy is an introductory course focusing on fundamental issues such as reality and knowledge, Determinism and Free Will, the nature of happiness and good life, on the one hand; and a closer look at the nature of philosophical inquiry and the qualities of critical thinking on the other. Various philosophers and schools of thought will be studied from different eras. **(3 hrs)**

**Fall/Spring**

### **PHI 234 – History of Western Philosophy**

Pre-Socratic and other Greek philosophers, especially those flourishing in 5<sup>th</sup> and 4<sup>th</sup> Centuries BC, as well as developments in Medieval philosophy including St. Augustine and Thomas Aquinas. **(3 hrs)**

**Fall**

### **PHI 240 – Introduction to Critical Thinking**

The course aims at strengthening students' ability to think through systematically, read critically, identify inconsistencies, write coherently and argue persuasively. These analytical and problem-solving skills should help students negotiate the demands of various disciplines, including standardized tests, and prepare them for the challenges of the job market. **(3 hrs)**

**Spring**

### **PHI 330 – African American Philosophy**

This course seeks to discover the contributions of black philosophers in the American Diaspora such as Cornel West, Sojourner Truth, Lucius Outlaw, Leonard Harris, Angela Davis, Louis Farrakhan, and Martin Luther King as we engage traditional philosophic issues such as creation versus evolution, feminism, causation, reparations, death penalty, original sin, Supreme Being, abortion, determinism versus freedom, affirmative action, civil rights, peace & war, and more. **(3 hrs)**

**Fall**

### **PHI 334 – History of Philosophy in the United States**

**Prerequisite(s):** PHI 230 and PHI 234

This is a critical, comparative study of philosophical systems of the United States from the rise of Puritanism through contemporary movements. Special attention will be given to Pierce, James, Dewey, Royce, Whitehead, and Santayana.

**(3 hrs)**

**Fall**

### **PHI 335 – Social and Political Philosophy**

This course surveys political philosophy focusing on a just and free society with emphasis on Plato, Aristotle, Hobbes, Rousseau, Marx, Rawls, and West. **(3 hrs)**

**Fall**

**PHI 336 –Modern Philosophy****Prerequisite:** PHI 234

Development of modern philosophy focusing especially o Descartes, Hume, Kant, Hegelian Idealism, and selected 20<sup>th</sup> Century movements such as analytical philosophy, and Existentialism. **(3 hrs)**

**Spring****PHI 338 – Logic**

This course deals with nature and methods of clear and correct thinking, with emphasis upon deductive and inductive reasoning. **(3 hrs)**

**Fall****PHI 431 – Ethics**

This course is a critical study of the basic ethical theories developed in Western thought and their relevance to contemporary problems of individual and social morality. Juniors and Seniors only. **(3 hrs)**

**Spring****PHI 432 – Aesthetics**

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

**Spring****PHI 435 – Contemporary Issues in Philosophy****Prerequisite(s):** One course in Philosophy and consent of instructor

The focus of this course is on one issue of immediate and timely concern in Philosophy. The issue will be announced during the preceding semester. **(3 hrs)**

**Fall****PHI 436 (REL 436) – Contemporary Issues in Religion and Philosophy**

Students must write a Senior Field paper with a clear focus that demonstrates the students' capacity to do independent research, using empirical research and data when appropriate; clarification of theories that bear on the practice; critical and constructive theology in relationship to that leadership or practice; and development of strategies for more faithful enactment to work creatively and discerningly with the major materials relevant to the paper, and to write in an appropriate, scholarly, and engaging style. Students will make an oral presentation of their finished manuscript. The combined faculty of the Humanities Department will evaluate the oral presentation and finished paper. Open to seniors with six hours of religion and permission of the department. **(3 hrs)**

**Spring****PHYSICAL SCIENCE (PHS)****PHS 101 – Principles and Applications of Physical Science****Prerequisite(s):** MAT 122

The course is designed to introduce fundamental principles, concepts and processes of the sciences, as illustrated by topics from the physical sciences, chemistry, earth sciences, and physics. The significance of these areas of knowledge to humans and their environment is considered and discussed. Offered for non-science majors. Three hours lecture and three hours laboratory per week. **(4 hrs)**

**Fall/Spring****PHS 110 – Introduction to Atmospheric Science****Prerequisite(s):** MAT 122

The course introduces the basic laws of physics and chemistry and seeks applications to understand the interactions between the earth and other components of the earth's dynamic system. The basic laws of physics will be applied to weather analysis, forecasting and remote sensing weather phenomena to study real-life scenarios (winter-storms, tornadoes, hurricanes, etc.) using online resources. Three hours of lecture and three hours of laboratory per week. **(4 hrs)**

**Fall/Spring (offered as needed)****PHS 111 – Physical Science****Prerequisite(s):** MAT 122

Geology, astronomy, basics of meteorology, and physical ecology. Three hours lecture and three hours laboratory per week. **(4 hrs), Spring (offered as needed)**

## PHYSICS (PHY)

### PHY 201 – College Physics I

**Prerequisite(s):** MAT 220

Calculus-based physics consisting of statics and dynamics of particles, rotational motion, heat, and thermodynamics. Three hours lecture and three hours laboratory per week. **(4 hrs)**

**Fall**

### PHY 202 – College Physics II

**Prerequisite(s):** PHY 201

Continuation of PHY 201. Calculus-based physics emphasizing electricity, magnetism, sound optics, and modern physics. Three hours lecture and three hours laboratory per week. **(4 hrs)**

**Spring**

### PHY 311 – Mechanics

**Prerequisite(s):** PHY 202 and MAT 221

Problem-solving and laboratory skills in mechanics. Three hours lecture and three hours laboratory per week. **(4 hrs)**

**Fall (Offered as needed)**

### PHY 312 – Electromagnetism

**Prerequisite(s):** PHY 202 and MAT 221

Electricity, magnetism, and related topics. Three hours lecture and three hours laboratory per week. **(4 hrs)**

**Spring (Offered as needed)**

### PHY 313 – Heat and Thermodynamics and Kinetic Theory

**Prerequisite(s):** PHY 202 and MAT 221

Laws of thermodynamics and applications to physical systems and kinetic theory. Three hours lecture and three hours laboratory per week. **(4 hrs)**

**Fall (Offered as needed)**

### PHY 314 – Geometrical and Physical Optics

**Prerequisite(s):** PHY 202 and MAT 221

Refraction, optical instruments, coherence, interference, diffraction, and polarization. Three hours lecture and three hours laboratory per week. **(4 hrs)**

**Spring (Offered as needed)**

### PHY 453 – Modern Physics

**Prerequisite(s):** PHY 202 and MAT 221

Modern physics, atomic physics, theory of relativity, and nuclear physics. Three hours lecture and three hours laboratory per week. **(4 hrs)**

**Fall (Offered as needed)**

### PHY 454 – Quantum Mechanics

**Prerequisite(s):** PHY 453 and MAT 442

Quantum mechanics and atomic structure. Three hours lecture and three hours laboratory per week. **(4 hrs)**

**Spring (Offered as needed)**

### PHY 460-469 – Special Topics

Special courses. Subject to Department approval. Permission of instructor required. Credit hours to be determined by Department. **(1-4 hrs)**

**Fall/Spring**

## POLITICAL SCIENCE (POS)

### POS 320 – Introduction to Global Studies

This course is an interdisciplinary examination of the state of global/international studies. The main areas of concern are the on-going debate over the nature and growing importance of the discipline and the direction it is taking on issues of concern to the world community. **(3 hrs)**

**Fall**

**POS 330 – United States Government**

The structure, functions, and power of the federal government with emphasis on its historical development, the constitution, and political parties. (3 hrs)

**Fall**

**POS 331 – State/Local Government**

An analysis of the organization and functioning of the state and local government with emphasis on Georgia. (3 hrs)

**Spring**

**POS 332 – Policy Analysis**

**Prerequisite(s):** POS 331 and/or POS 330

This course is designed to introduce the student to the study of the forces shaping public policy, the impact of policy design, and the role of bureaucrats in the process of decision-making. (3 hrs)

**Spring (even years)**

**POS 400 – U.S. Constitutional Law**

The principles of the American constitutional system and its development through interpretation, status, and Supreme court decisions. (3 hrs)

**(Offered as needed)**

**POS 410 – International Relations**

An introduction to the nature of international relations, organizations, and law; and an analysis of modern relations between nations. (3 hrs)

**(Offered as needed)**

**POS 420 – International Political Economy**

This critical starting point for discussions of globalization approaches its subject not in opposition to the local, the regional, or the national, but from a perspective that highlights different logics that make the “global.” This course explores the logic of flows to better understand the much-noted recapitalization of our economy and daily life, and the attendant modes of governance, social belonging, and political concentration. (3 hrs)

**Spring (Offered as needed)**

**POS 430 – Comparative Politics and Government Systems**

Examines various types of states and forms of government. It emphasizes the following aspects: state and civil society, interest groups and political parties, and political leadership and democratic governances. (3 hrs)

**Fall**

**POS 431 – International Organizations**

**Prerequisite(s):** POS 410

The course is divided into five parts. The first explores the origins of international institutions. The second examines the roles played by the international Secretariats, how they make decisions in the United Nations, and how they assess the contribution and suppressing violence in both inter- and intra-state wars. The fourth part critically explores the work of institutional human rights activities, and the last part considers refugee and displaced persons’ protection. Students taking this course may be required to participate in either the National Model African Union or National/Regional/International Model United Nations. (3 hrs)

**Fall**

**POS 432 – United States Foreign Policy Since 1945**

Examines the structure of foreign policymaking in the United States and explores the development of foreign policy in the post-second world war period. Topics covered include the origins and development of the Cold War, the Korean War, and Vietnam War; Détente; U.S. involvement in regional conflicts in the Middle East, Africa, Asia, and Central America; the use of arms sales as an instrument of foreign policy; the Second Cold War; and the development of U.S. foreign policy in the period since the end of the Cold War. (3 hrs)

**Fall**

**POS 436-441 – Special Topics**

This course is designed to permit the student to pursue topics of his/her own interest that are not formally offered in the department, including independent research projects. The student must request permission from a political science/international studies program faculty member under whose direction he/she wishes to work. (3 hrs)

**(Offered as needed)**

**POS 442 – The Management of International Conflicts****Prerequisite(s):** POS 431

The primary objective of this course is to analyze conflicts that have an international dimension, especially those leading to violence and deaths (genocides), with a view to exploring the possibility of reducing the recourse to violence. The first part of the course is devoted to an examination of different types of conflicts (territorial, resources, ethnic, ideological struggle for world hegemony, etc). The second part examines different methods of managing and limiting them from escalating into violence. These will include negotiation, conciliation, mediation and arbitration. The third part deals with areas relevant to international conflicts (such as international law, UN peacekeeping, deterrence, and weapons of mass destruction), international terrorism, arms races, and arms trade. **(3 hrs)**

**Spring (Offered as needed)****POS 448 – Africa in World Politics**

This course examines major developments in the international relations of sub-Saharan Africa since independence, with a particular concern for the sources of international and domestic conflicts, and for the relationships between domestic actors and the international system. Topics covered include the external relations of guerrilla/insurrection movements, global governance, state collapse, peacekeeping, humanitarian assistance, political and economic conditionality, and the environment. **(3 hrs)**

**Spring (Offered as needed)****PSYCHOLOGY (PSY)****PSY 201 – Introduction to Psychology**

This course provides students with a thorough and rigorous introduction to the study of behavior and mental processes and prepares students for more advanced work in psychology and related fields. Fundamental psychological laws and principles of human behavior are examined in the light of the scientific method. The course is a prerequisite for all other courses in the department. **(3hrs)**

**Fall or Spring****PSY 250-254 – Special Topics in Psychology**

**Prerequisite(s):** PSY 201 or by permission. Course content is determined by the Psychology Department prior to offering. (1-3 hrs)

**Fall/Spring****PSY 260 - Social Science Statistics (SOC 260, Cross-Listed) Prerequisite(s): MAT 122 and PSY 201**

A course in the use of statistical methods for describing and drawing inferences from data. Experimental and correlational research designs are studied by analyzing data for numerous problems. Topics covered include sampling theory, correlation and regression, t-tests, chi-square tests, and analysis of variance. **(3hrs)**

**Fall/Spring****PSY 300 – Health Psychology Prerequisite(s): PSY 201**

This course introduces health psychology from a biopsychosocial perspective. The course first describes the theoretical underpinnings of the biopsychosocial model, and the fundamentals of anatomy and physiology. The course then reviews the current research on stress, coping and illness, and stress management techniques. Research on psychosocial contributors to heart disease, cancer, chronic pain syndromes, and other illnesses is reviewed, along with implications for prevention and treatment. **(3hrs)**

**Fall/Spring****PSY 321 – Learning Prerequisite(s): PSY 201**

This course introduces learners to the principles of learning and behavior by surveying relevant theoretical and empirical approaches within psychology. ... However, developments in psychology added an interest in objectivity and scientific research to demarcate the psychological approach to learning. **(3hrs)**

**Fall or Spring****PSY 322 – Experimental Psychology Prerequisite(s): PSY 201 and 260 (SOC 260)**

This course designed to provide students with knowledge about and hands-on practice with experimental research methods in psychology. Students will learn how to plan, conduct, and analyze their own experimental research, and how to communicate the results of their research to others. It will provide instruction-controlled experiments and field experiments, single factor experiments and factorial designs, manipulation checks, etc. It focuses on and guides students through the steps in deciding which of these elements is best used in the creation of your own experiment, including making the stimuli and questionnaire(s). **(3hrs)**

**Fall**

**PSY 345 – Developmental Psychology Prerequisite(s): PSY 201**

Human development through the lifespan with primary concern for physical, social, and cognitive development. Attention is given to both environmental and hereditary influences. **(3 hrs)**

**Fall or Spring**

**PSY 361 – Social Psychology (SOC 361, Cross-Listed)**

**Prerequisite(s):** PSY 201 and SOC 201

This course explores how the presence of others, real or imagined influences the feelings, thoughts, and behaviors of the individual. **(3 hrs)**

**Fall or Spring**

**PSY 371 – Sensation and Perception**

**Prerequisite(s):** PSY 201

This course includes the study of methods and techniques used to understand how humans sense and perceive the world around us from several perspectives including physiological, psychophysical, ecological, and motivational. **(3 hrs)**

Spring

**PSY 393 – Educational Psychology**

**Prerequisite(s):** PSY 201 and PSY 345

Psychological principles applied to education, including cognitive and personality development, individual differences, learning and behavior theory, cognitive strategies for learning and remembering, critical thinking and problem-solving strategies, student motivation, classroom management techniques, components of teacher effectiveness, measurement and student evaluation procedures, characteristics of exceptional children, mainstreaming in the classroom, and multicultural education. **(3hrs)**

**Fall or Spring**

**PSY 401 – Physiological Psychology**

**Prerequisite(s):** PSY 201 and PSY 345 – Senior/Junior Level

Course emphasizes the study of the biological bases of behavior and experience, including the anatomy and physiology of the brain and nervous system. It provides introductory information on the different physiological systems involved in behavior and cognition and will allow the student to understand the basic processes and applications of the physiology involved in psychology. **(3hrs)**

**Spring**

**PSY 405 – History & Systems of Psychology**

**Prerequisite(s):** PSY 201, Senior/Junior Level

The purpose of this course is to familiarize the student with the various methods of inquiry, terminologies, and theoretical systems that comprise the history of psychology. A broader view is used to introduce the modern era of psychology and its use. **(3hrs)**

**Fall**

**PSY 420 – Theories of Personality**

**Prerequisite(s):** PSY 201, Senior/Junior Level

Course is an examination of major personality theories and contributing research evidence with particular emphasis upon motivation and dynamics of behavior. In addition, there is an exploration of original essays addressing the major theoretical movements in personality. • Describe and differentiate among the major psychological approaches which explain personality. • Define and apply key personality concepts, terms, and theories. • Identify and read original essays from the psychologists who have made major contributions to an understanding of personality. • Explain research methodology and the ability to evaluate the merit of personality studies. • Practically apply acquired insight of personality to one's own life. **(3hrs)**

**Fall or Spring**

**PSY 430 – Substance Abuse**

**Prerequisite(s):** PSY 201 and PSY 441

This course is an introduction to the basic concepts, principles, and methods of substance abuse treatment. Students will be introduced to the knowledge, skills, attitudes, techniques, confidentiality and ethical guidelines applied in the counseling, treatment, prevention, and recovery of substance use disorder.

Fall or Spring

**PSY 426-431 – Special Topics in Psychology**

Prerequisite(s): PSY 201 or by permission

Course contact determined but the Department prior to offering. The courses are offered as needed. Credit hours determined by the Department according to course content and requirements.

**Fall/Spring**

**PSY 441 – Abnormal Psychology**

**Prerequisite(s): PSY 201, PSY 420**

This course reviews the etiology, symptoms, and treatment of the major mental illnesses. Topics range from affective disorders to psychosomatic presentations to dissociative disorders. Students master diagnostic criteria, review case material, and evaluate research on a variety of topics related to psychopathology. **(3hrs)**

**Fall or Spring**

**PSY 442 – Tests and Measurements**

**Prerequisite(s): PSY 201 and 260 (SOC 260)**

This course will cover the basic principles, research, and theories on testing and measurement of psychological constructs. It is expected that students complete the course with knowledge of various techniques for psychological testing; a familiarity of several professionally developed tests; the ability to develop, administer, and interpret certain tests; and knowledge of measurement theory which includes reliability and validity. **(3hrs)**

**Spring**

**PSY 450 – Introduction to Counseling**

**Prerequisite(s): PSY 201**

This course is intended to be a bridge to graduate study and work in counseling psychology or related fields that involve helping others in distress or transition. This course will provide an overview of various theoretical approaches to counseling and the implications of these approaches to our understanding of human nature, illness, change, and potential. Additionally, the theoretical approaches inform techniques and modes of practice in counseling that will also be discussed and practiced. The course is intended to provide students with an overview of the therapeutic process and therapeutic frameworks, an introduction to rudimentary counseling skills and practice, and an overview of issues related to the practice of psychotherapy (e.g., graduate school selection/application process, careers within counseling, ethics, and licensure). **(3hrs)**

**Fall or Spring**

**PSY 451 – Counseling Practicum I**

**Prerequisite(s):** 9 hours of advanced psychology courses, including PSY 450, and consent of practicum advisor Observation and experience at a selected community agency. Taken on a “S” or “U” basis. **(3 hrs)**

**Fall/Spring**

**PSY 452 – Counseling Practicum II**

**Prerequisite(s):** 9 hours of advanced psychology courses, including PSY 451, and consent of practicum advisor Observation and experience at a selected community agency. Taken on a “S” or “U” basis. **(3 hrs)**

**Fall/Spring**

**PSY 453 – Research Practicum I Prerequisite(s): PSY 322 and consent of practicum advisor**

The student may do a research project with faculty guidance or participate in research elsewhere by arrangement with external sponsors. **(3 hrs)**

**Fall or Spring**

**PSY 454 – Research Practicum II Prerequisite(s): PSY 453 and consent of practicum advisor**

The student may do a research project with faculty guidance or participate in research elsewhere by arrangement with external sponsors. May be taken concurrently with Psychology 453 for 6 hours of practicum. **(3 hrs)**

**Fall or Spring**

**PSY 455 - Exceptional Children (EDU 455, Cross-Listed) Prerequisite(s): PSY 201 and 345**

General problems and psychological characteristics involved in the education of exceptional children, with emphasis on identification and methods of adjusting instruction to the needs of the children. Designed for pre-service teachers, counselors, and administrators. **(3 hrs)**

**Fall or Spring**

**PSY 460 – Crises Intervention****Prerequisite(s):** PSY 201 and PSY 450

This course will provide students with strategies, skills, and techniques needed by mental health workers in crises intervention strategies. The students will be presented with proactive, preventative approaches and responses for unique situations. Responses to diverse populations including multicultural perspectives and supporting first responders. Students will complete the course with a broad perspective of what crises workers encounter when responding to crises involving Post Traumatic Stress Disorder, suicide, sexual assault, grief and bereavement, violent behaviors, and other tragedies including natural disaster, and civil unrest.

Fall

**PSY 471 – Research Methods I****Prerequisite(s):** PSY 322, and consent of two (2) faculty sponsors

Successful completion requires a comprehensive literature review with an appropriate reference list, as the first portion of the required Senior Field Paper, done under faculty direction. This course provides comprehensive coverage of the major methods used in psychological research, with special emphasis on experimental design. (1 hrs)

Fall or Spring

**PSY 472 – Research Methods II****Prerequisite(s) or co-requisite:** PSY 471, and consent of two (2) faculty sponsors

Students receive extensive practice in designing, conducting, analyzing, and interpreting the results of research studies, and writing reports in American Psychological Association style. Successful completion requires a comprehensive literature review with an appropriate reference list, as the first portion of the required Senior Field Paper, done under faculty direction.

(1 hrs)

Fall or Spring

**PSY 473 – Research Methods III****Prerequisite(s) or co-requisite:** PSY 471 and PSY 472

This type of thesis involves empirical research and report writing supplemented by individual conferences with an advisor. Successful completion requires an oral presentation and submission of a finished manuscript of the Senior Field Paper, including all sections (such as results, discussion, and any appendices). The faculty of the Psychology Department will evaluate the oral presentation. Each thesis paper will be evaluated by the two (2) supervising faculty advisors ensuring that departmental requirements are met. Upon approval and submission of faculty signature forms, student papers can be submitted to the Department Chair of Social Sciences for approval prior to submission to the library to be archived. (1 hrs)

Fall or Spring

**RELIGION (REL)****REL 220 – Old Testament Religion**

This course surveys the history and literature of Israel and will expose the students to the literature of the Hebrew Bible.

Students will learn the meaning of Old Testament writings as well as about the historical, social, and literary background of the Hebrew Bible. (3 hrs)

Fall

**REL 221 – New Testament**

This course surveys and exposes students to the literature of the Christian New Testament. Students are introduced to the various works within it, the historical, social, literary background, context, content, and meaning of the New Testament writings, with special attention to the church's origin as a sect within Judaism, its separation from Judaism, and its movement toward the establishment of creed, canon and episcopate. They study specific passages in detail, literary art/genre, theological teachings, and contemporary message of Matthew through Revelation. Attention will be given to the canonical significance of these writings and to their value for ministry. (3 hrs)

Spring

**REL 230 – Essentials of the Christian Faith**

This course surveys and exposes the student to the history of the Christian Church from its origins to the present time.

Within the broad sweep of the four main periods of the Early Church [Early (50-600); Medieval (600-1500); Reformation (1500-1650); and Modern (1650 – Present)], it studies the principal roles of religion in culture, including ritual, religious language, symbol, myth, and the emergence of instruction and shared scriptures. Students consider key persons, dates, developments, movements, and theological concepts as well as concentrates on key topics such as revelation and scripture, law and gospels, the Trinity, salvation and the Christian life, all of which demonstrate the importance of Christian theology for the work of ministry in the church. (2 hrs)

Fall/Spring

**REL 231 – Religions of the World**

This course is an introduction to the major religious traditions of the world through the writings and perspectives of their twentieth century adherents. The course pays special attention to the question of religious pluralism and to the contemporary dialogue between and among religious traditions. The studies are based on the assumptions that all of the world's great faiths possess religious truth and provide valuable insight for human life. It is expected that each student will become conversant with the basic history and principles of one religion other than his/her own. **(2 hrs)**

**Fall/Spring**

**REL 300 – Pastoral Care**

Pastoral Care addresses the dynamics of Pastoral Counseling theories, methods, practices, and applications of care and healing for the sick, the troubled, and the terminally ill. Integration of principles of direct challenge and theoretical posits, tenets of methodology and direct human care, as well as nuances of beliefs and practices will be engaged in the course work. **(3 hrs), Fall**

**REL 310 – Theology**

This study of theology addresses the place of theology in the life of the church as well as in personal experience. Contemporary Christian theology, resources for doing theology, and critical analyses of applied theology and varied world views will be emphasized because it is necessary for theology to be authentically expressed from an indigenous viewpoint. **(3 hrs), Spring**

**REL 311 – Church Administration**

This course presents leadership principles and use and development of church guidance manuals and other documents and procedures that promote order and effectiveness in the work of the local Church. Training in social service skills, organizational skills, and church programming will be included. **(3 hrs), Spring**

**REL 333 – Hebrew Prophecy and its Modern Applications**

**Prerequisite(s):** REL 220

This course is designed to do several things: 1) allow the students to research the philosophy of the prophets through a reading of original texts, 2) provide the students with a cross-cultural analysis of the multifaceted phenomenon of prophecy, 3) allow students to examine the characteristics and literary structures of the classical literature of the prophets, and 4) allow students to assess examples of prophecy in contemporary society and culture. The course will examine the varying roles that prophets played in their respective societies. It addresses the different styles of intermediation practiced by different types of religious specialists in ancient and contemporary sociohistorical contexts, and examines specific individuals who have been labeled as prophets by their respective constituencies in order to assess what functions these prophets served. **(3 hrs), Fall**

**REL 334 – Christian Classics**

**Prerequisite(s):** REL 221 or 230

This seminar is a reading course designed to expose the student to a significant number of major Christian writings from the classical period of the development of Christian traditions/Christian thought, in order to discover what these works have to say about religious faith and the self. The particular concern in this course is to challenge the student to read texts that have had an enduring impact upon the church throughout history. Texts from across the spectrum of the church's history shall be chosen with an eye toward reading carefully through historical/theological works of a formative theological character for the church. **(3 hrs)**

**Spring**

**REL 335 – Major Religions**

The purpose of this class is to expose students to the varieties of religious experiences in different parts of the world as well as how these traditions are a part of America's pluralistic society. This course is a comparative introduction and survey of the fundamental doctrines, the religious practices, the origins, the developments, the teachings, and the practices of major world religions such as Buddhism, Christianity, Islam, Taoism, Confucianism, Hinduism, and Judaism. **(3 hrs)**

**Spring**

**REL 360 – Church History**

Church History traces sacred and secular developments and controversies of the church and its influences in historical world events from the first century of the common era to postmodern periods. Special emphases will be placed on growth and challenges of the Christian faith that have resulted in schisms and numerous church reforms. **(3hrs)**

**Fall**

**REL 370 – Preaching and Missiology**

Preaching and Missiology is a study in methods and techniques of preparing and delivering varied types of sermons. Sermons that strongly encourage listeners to engage in missions beyond the church walls upon departure from the site of the preached Word. Actualizing and delivering the Word in mission fields (public domains) will be emphasized. **(3 hrs)**

**Spring**

**REL 430 – Philosophy of Religion**

**Prerequisite(s):** REL 221 or 230

This course will explore and examine some of the basic issues in Philosophy and Religion. The course addresses the classic questions in the philosophy of religion: the existence of God, the problem of evil, free will and determinism, the ethics of belief, and faith vs. reason. Readings include both traditional and contemporary texts. **(3 hrs)**

**Fall**

**REL 432 – Christian Education in the Church**

**Prerequisite(s):** REL 220, 221 and consent of instructor

This basic course in Christian Education deals with the theology and practice of educational ministry in the local church. Biblical and theological foundations for Christian education as a servant ministry for all of the local church's life and mission are examined, and these foundations are developed into models for faithful and intentional educational ministry. **(3 hrs)**

**Spring**

**REL 434 – Black Religion**

This course seeks to expose students to Black religion with specific emphasis on the Black church. While reading noteworthy modern Black theologians, students also investigate the oral tradition of Black churches in the America Southeast and seek fresh theological perspectives for the Black church today. **(3 hrs)**

**Spring**

**REL 435 – Contemporary Issues in Religion**

This course will examine the moral and spiritual values of America in light of a changing and complex society within the context of basic Judeo-Christian beliefs. Keeping the nineteenth century background and the emerging theology of the twentieth century clearly in view, the course considers the theological issues, names, and movements of current importance of the church. **(3 hrs)**

**Spring**

**REL 436 (PHI 436) – Contemporary Issues in Religion and Philosophy**

Students must write a Senior Field paper with a clear focus that demonstrates the students' capacity to do independent research, using empirical research and data when appropriate; clarification of theories that bear on the practice; critical and constructive theology in relationship to that leadership or practice; and development of strategies for more faithful enactment to work creatively and discerningly with the major materials relevant to the paper, and to write in an appropriate, scholarly, and engaging style. Students will make an oral presentation of their finished manuscript. The combined faculty of the Humanities Department will evaluate the oral presentation and finished paper. Open to seniors with six hours of religion and permission of the department. **(3 hrs)**

**Spring**

**SOCIOLOGY (SOC)****SOC 201 – Introduction to Sociology**

**Prerequisite(s):** For all other courses in Sociology

The course is concerned with social behavior, social institutions, and with the characteristics of sociology as a discipline. It introduces classic sociological theories. Students become familiar with the use of such basic concepts in sociology as norms, values, roles, socialization, stratification, power and authority, deviance and control, social conflict, and social change. It exposes students to perspectives, methods, and concepts used in contemporary sociology, with special emphasis on developing a sociological imagination as it pertains to issues of diversity and globalization in the modern world.

**Prerequisite(s) for all other courses in sociology. (3 hrs)**

**Fall/Spring**

**SOC 211 – Introduction to Social Work**

**Prerequisite(s):** SOC 201

Introduction to Social Work focuses on major concepts and principles of professional social work, including: the development of social welfare; the history of social work; the knowledge, skills, and value base of social work; models of social work methods; and current social work practice applications. It consists of a survey of historical development of social work from charity to modern theories. Special attention is given to the diverse functions, processes and aspects of social work and social welfare overall. **(3 hrs)**

**Fall/Spring**

**SOC 250-254 – Special Topics in Sociology****Prerequisite(s): SOC 201**

A seminar focusing on selected sociological topics and problems; subject area will vary according to the interest of the students and instructors. (3 hrs)

**As needed****SOC 260 – Social Science Statistics (PSY 260, Cross-Listed)****Prerequisite(s): SOC 201, MAT 122**

A course designed to focus on the use of statistical methods for describing and drawing inferences from data. Experimental and correlational research designs are studied by analyzing data for numerous problems. Topics covered include sampling theory, correlation and regression, t-tests, chi-square tests, and analysis of variance. Introduction to descriptive and inferential statistics; it provides basic statistical literacy and prepares students to be intellectual consumers of social research. (3 hrs)

**Fall/Spring****SOC 300 – Social Problems****Prerequisite(s): SOC 201**

The primary goal of this course is to enable students to approach and analyze social problems from a sociological perspective. It teaches a descriptive and analytical viewpoint on a variety of social problems (i.e. problems of crime, environment, economy, poverty, etc.), affecting the world. The class features a particular emphasis on the United States of America. (3 hrs)

**Fall/Spring****SOC 310 – Deviant Behavior****Prerequisite(s): SOC 201**

This course provides a broad overview of sociological perspectives on social control in general and criminal justice corrections in particular. Topics include the origins, forms, and functions of social control; theories of punishment; the history of criminal justice corrections; modern challenges within corrections systems; mass incarceration; alternative forms of sanctions; and treatment of offenders. The course also considers research issues faced by corrections practitioners, including projects with community partners whose work involves correcting behavior and will explore the nature and causes of abnormal behavior and specific types of socially unaccepted behavior. Particular emphasis will be given to theories of deviance. (3 hrs)

**Fall/Spring****SOC 315 – Juvenile Delinquency****Prerequisite(s): SOC 201**

A course that focuses on study of deviant behavior by legal minors in contemporary society; factors and conditions contributing to delinquency; control and treatment of offenders and programs for prevention. It is a critical assessment of the nature of the delinquency problem, major sociological causes, and the implications for control and administration of justice for juveniles. (3 hrs)

**Fall/Spring****SOC 325 – Demography****Prerequisite(s): SOC 201**

The course is designed to introduce students to basic concepts of demographic measurement and modeling used to study changes in population size and composition. It critically approaches factors and processes determining population size, composition, and distribution. It studies recent trends in population changes with resulting problems, policies, and programs. (3 hrs)

**Fall/Spring****SOC 328 – Sociology of the Black Experience****Prerequisite(s): SOC 201**

A focus of the course is the range of theoretical and methodological approaches that scholars have developed to conceptualize the thoughts, styles, and behaviors of African Americans. It examines the cultural patterns, social structures and social processes among the African Americans in the context of the larger society. It also considers the common heritage, social experience, and various ideas of the descendants of Africa as they interact in America and the world. (3 hrs)

**Fall/Spring**

**SOC 334 (Psychology 334) – Marriage and the Family****Prerequisite(s): SOC 201**

This course provides an overview of the historical background of the modern family with emphasis on the impact of culture and social change (i.e. trends in divorce, marriage rates, dating and child rearing). It explores the significance of the most fundamental and intimate human relationship, marriage and the family. Focus is on the American marriage and family to see why and how it has evolved into its present form. Topics include the changing dynamics, patterns and diversity of intimate relationships and the familial units. (3 hrs)

**Fall/Spring****SOC 338 – The Sociology of Organization****Prerequisite(s): SOC 201**

This course provides a sociological perspective on groups and organizations. ... These organizations shape us in ways we do not always examine through our social interactions, their structures and functions. It studies perspectives on Intra – and inter-organizational relations, processes and change. (3 hrs)

**Fall/Spring****SOC 340 – Criminology****Prerequisite(s): SOC 201**

This course provides a general introduction to the study of criminal behavior from an interdisciplinary perspective. The history of criminology as a discipline will be examined. Criminological theories of crime and criminality from classical theories to modern developmental theories will be carefully examined. It reviews of crime patterns in the U.S. Analysis of the criminal justice system.

**(3 hrs)****Fall/Spring****SOC 361 – (PSY 361) – Social Psychology****Prerequisite(s): PSY 201 and SOC 201**

The course is an exploration of the prevailing theories and empirical methods in the study of social psychology. The goal of this course is for students to understand the ideas and methods that form the foundation of the field, and to apply these ideas during discussions and practical applications within the assignments. It explores behavior of individual human beings as affected by social and cultural influences of modern society. (3 hrs)

**Fall/Spring****SOC 365 – Cultural Anthropology****Prerequisite(s): SOC 201**

Course is a comparative study of cultures, with emphasis on kinship, economic and political organization and cultural change. The course introduces students to the most important concepts and approaches used by anthropologists in understanding socio-cultural variation. ... Drawing on a range of anthropological theories and concepts, the course aims to understand why people are who they are, and why they do what they do. (3 hrs)

**Fall/Spring****SOC 382 – Minority Groups****Prerequisite(s): SOC 201**

This course is a survey of minority groups in America. Problems and prospects associated with minority group membership are studied. The course is designed to broaden our understanding of racial and ethnic minorities in the United States. ... We will endeavor to explore the dynamics which define the relationship between minority and majority groups. We will investigate several public policy issues. (3 hrs)

**Fall/Spring****SOC 390 – Sociology of Aging****Prerequisite(s): SOC 201**

Course provides students with a comprehensive understanding of the process of aging and the elderly. Our focus is the sociology of aging with an emphasis on “aging well.”, emphasizing the changing social role and adjustment problems of aging and the aged in American society. Special emphasis on aging in minority groups. (3 hrs)

**Fall/Spring****SOC 395 – Sociology of Health and Medicine****Prerequisite(s): SOC 201**

This course examines how social and structural forces shape health, illness, and the health care system. Through critical analysis of health and illness in the United States, the course explores the field of medical sociology. Topics include social

factors associated with health and disease, disability, the organization of health care, medical ethics, and the relationship between health care and human rights. It examines the relationship between sociocultural factors associated with illness and the treatment of illness, and analysis of health maintenance and medical delivery.

**(3 hrs)**

**Fall/Spring**

### **SOC 438 – Community and Urban Life**

**Prerequisite(s): SOC 201**

Focuses on urban and community studies (i.e. urban ecology, power structures, social class, social disorganization). This class examines issues such as why people live where they live and the effect of the larger environment on residency choice. It also examines processes, policies, and programs that have shaped and affected cities and metropolitan areas in the United States and around the world over the last hundred years or so. Specifically, we will explore a series of government policies pertaining to community organizing; welfare reform; adaptation to climate change; post-disaster recovery and rebuilding; tourism and urban cultural production; real estate, housing, and residential segregation; and urban sustainability and economic development. The course will also focus on policies that have impacted the built environment and address relationships between cities, communities, and broader socio-political and economic processes.

**(3 hrs)**

**Fall/Spring**

### **SOC 440 – Sociological Theory**

**Prerequisite(s): SOC 201**

Theories of society are used in a variety of ways to make sense of the world in which we live. This course examines the evolution of sociological theory, and the history of sociology as a discipline. Major schools of social theory are compared and analyzed, with emphasis on their role as foundations of sociology. It examines, surveys, and analyses of the development of sociological theory from the beginning to the present. **(3 hrs)**

**Fall/Spring**

### **SOC 450-454 – Special Topics in Sociology**

**Prerequisite(s): SOC 201**

A series of seminars that can focusing on selected sociological topics and problems; subject areas will vary according to the interests of faculty and students.

**(1-3 hrs)**

**Fall/Spring**

### **SOC 458 – Internship**

**Prerequisite(s): SOC 201, SOC 361 and SOC 440**

Provides the opportunity to test students' skill and career aptitude in an organizational setting or work with experienced agency personnel and to develop professional orientation, network or create potentially viable contacts. **(3 hrs)**

**Fall/Spring**

### **SOC 460 – Methods of Research**

**Prerequisite(s): SOC 201, 260, AND PSY 260.**

This course is a practical introduction to the research methods used by sociologists, including survey research, content analysis, participant observation and field research, qualitative interviewing, community-based research, and comparative historical research. The assumptions of various approaches to social science research are considered, along with application of methods of collection and analysis for both qualitative and quantitative data. It includes formulating and testing hypotheses, techniques for collecting data, and interpreting research findings. This course will lead into the Senior Field Paper and presentation. **(3 hrs)**

**Fall/Spring**

### **SOC 461 – Senior Field Paper**

**Prerequisite(s): SOC 460**

This course is a capstone reflection on the discipline of sociology and the application of the sociological imagination to understanding the world. This intensive culminating experience synthesizes and integrates materials from prior sociology courses as well as exposes students to current controversies in the discipline. Independent and collective discussions focus on core sociological concepts, theories, and methods, applying them to different substantive areas in the field. It provides first-hand exposure to research methodologies. It is the preparation of an undergraduate thesis paper and/or project supervised by an instructor. The entire project including the paper must be presented to the sociology faculty and invited professionals in the field as appropriate. **(3 hrs)**

**Fall/Spring**

## SPANISH (SPA)

### **SPA 220 – Elementary Spanish I**

This course focuses on oral and written practice in Spanish, with emphasis on sentence patterns and fundamental principles of structure. **(3 hrs)**

**Fall/Spring**

### **SPA 221 – Elementary Spanish II**

**Prerequisite(s):** SPA 220

This course continues the focus on oral and written practice in Spanish, with emphasis on sentence patterns and fundamental principles of structure. **(3 hrs)**

**Fall/Spring**

### **SPA 322 – Intermediate Spanish I**

**Prerequisite(s):** SPA 221 or equivalent

This course provides students with an intensive and extensive oral practice of Spanish and varied reading of Spanish texts.

**(3 hrs)**

**Fall**

### **SPA 323 – Intermediate Spanish II**

**Prerequisite(s):** SPA 322 or equivalent

This course in an intensive and extensive reading of texts of marked literary merit, articles on culture and civilization, current events and reading in the physical and social sciences. It prepares students to read and converse in specialized fields and to enter advanced courses in conversation, civilization, and literature. **(3 hrs)**

**Spring**

### **SPA 342 – Conversational Spanish**

**Prerequisite(s):** SPA 323 or equivalent

This course exposes the students to varied activities in Spanish designed to enhance oral and written expression, emphasis on conversation and composition. **(3 hrs)**

**Fall**

### **SPA 343 – Advanced Conversation and Composition**

**Prerequisite(s):** SPA 323 or equivalent

This course is a comprehensive review of Spanish grammar and syntax, with emphasis on vocabulary building. **(3 hrs)**

**Spring**

### **SPA 401 – Teaching Romance Languages**

**Prerequisite(s):** SPA 342

This deals with problems, materials, and techniques of teaching foreign languages at the elementary and intermediate levels.

**(3 hrs)**

**Fall**

### **SPA 426 – Survey of Spanish Literature I**

This course surveys representative works of prose, poetry, and drama from the Middle Ages to the Renaissance. **(3 hrs)**

**Spring**

### **SPA 427 – Survey of Spanish Literature II**

This course surveys representative works of prose, poetry, and drama from the eighteenth century to the present. **(3 hrs)**

**Fall**

### **SPA 440 – Afro-Hispanic Literature**

This course is a study of the literary masterpieces of Spanish-speaking Africa, Central and South America, and the Caribbean. **(3 hrs)**

**Spring**

## DISTANCE EDUCATION / ONLINE LEARNING AND PAINE ADULT LEARNING STUDENTS (CAPS)

### THE EVENING COLLEGE

Currently, Paine College students may not take more than 40% of their program or any major courses as distance education courses. This requirement is subject to change, therefore please contact the Provost and Vice President of Academic Affairs for additional information.

#### **Tuition for Distance Education/Online Courses/Asynchronous Delivery (student and faculty member separated by space and time)**

<b>DISTANCE EDUCATION/ONLINE TUITION FY 2023 - 2025</b>	
Tuition	Full Load (12 credits)
Flat rate	\$6,000 (Includes the \$750 for books and the \$945 for the administrative and technology fee as this is a cost per semester.)  A charge of \$360 per credit would be charged for each credit for new students.
Credits Allowed (Residential)	Paine College residential students may take up to 24 credits of distance education coursework during the course of their enrollment at Paine College. On-campus (face-to-face) students will be allowed to take a maximum of two (2) online courses per semester. A transfer, traditional, face-to-face student's total number of online credit hours transferred from another

	college will be included in the maximum of 24 credits.
Credits Allowed (Non-residential, 100% virtual)	Non-residential students and students physically separated from the College may take their entire program of study online.

This amount does not include other fees students may be charged, if applicable. Paine College reserves the right to change tuition and fees without notice. Tuition must be paid no later than the first day of instruction.

#### **PAINE ADULT LEARNING STUDENTS – CENTER FOR ADVANCED PROFESSIONAL STUDIES (CAPS)**

Paine Adult Learning Students – The Evening College for Returning and Working Adults often referred to as CAPS (Center for Advanced Professional Studies) offers a path toward a quality education for individuals seeking to complete a Bachelor of Science or Bachelor of Arts degree who have already earned postsecondary credits. Classification as a working adult student is available to working adults, active-duty military personnel and their dependents, retirees, Department of Army civilians, and others with special circumstances who have completed thirty to sixty semester hours of transferable academic postsecondary coursework at the time of application to Paine College.

To be admitted to the institution and classified as a working adult student, an applicant must meet one of the first three conditions involving age, high school or GED completion, or military

service and all students must meet the requirement of documented transferable postsecondary coursework already completed at the undergraduate level as follows:

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

To be classified as a working adult student at admission as of Fall 2020, prospective students **must** have completed and documented an earned 30 to 60 semester credit hours of transferable postsecondary coursework at the undergraduate level.

Accelerated terms are available to accommodate baccalaureate completion based on course schedule availability. All academic regulations

and requirements apply to the entire student body regardless of admission status.

## **LOAD REGULATION**

The course load for working adult students is six (6) to twelve (12) semester credit hours per term. To receive full financial aid, a student must be enrolled in a minimum of six (6) semester credit hours.

Students who have a minimum cumulative grade point average (CGPA) of 2.5 may be permitted to take additional semester credit hours for a total of 15 when approved by the Department Chair and Provost and Vice President of Academic Affairs. If the student's record permits the taking of more than twelve (12) hours, the student must pay the required cost for each additional credit-hour. Transfer students who are working, returning adults must have a minimum 2.0 grade point average to be eligible for admission.

## SUPPORT PROGRAMS

### COLLINS-CALLAWAY LIBRARY

The Collins-Callaway Library seeks to prepare students for lifelong learning by providing scholarly resources and instruction in the use of those resources. Contact information, hours, access to electronic resources, request forms, and additional information are available on the Library's website. <http://www.paine.edu/library>

#### Facilities

The facility is a spacious two-story building housing a variety of collections, equipment, quiet, interactive, individual and group study areas, computer and production laboratories and classrooms. Wireless access is available throughout the building. The Library is named for Dr. Daniel A. Collins, a 1936 graduate of Paine College and former Chair of the Board of Trustees and Dr. Morgan Callaway, the first President of the College.

#### Collections

The physical collections of the Library include books, periodicals, indexes, archival materials, and an African American collection. Extensive electronic resources of indexes and full-text books and periodical articles are available to students twenty-four hours a day, whether on or off campus.

#### Circulation Services

Borrowing privileges and library services are extended to all students of Paine College upon presentation of a current valid Paine Identification card with a barcode. Computer use requires a student login, provided by Information Technology Services.

#### Instructional and Reference Services

The Library provides education opportunities in a variety of settings to meet the informational needs of the students. We offer one-on-one assistance,

customized group sessions, and curriculum-based instruction.

### Learning Resources Center\*

The Learning Resources Center is located on the second floor of the Library and maintains computers, multimedia resources, equipment, and instructional areas. The LRC includes two open computer labs and a production lab for student use.

#### Hours

##### Fall & Spring Semester\*\*

7:45am – 10:00pm	Monday – Thursday
7:45am – 5:00pm	Friday
CLOSED	Saturday
4:00pm – 8:00pm	Sunday

\*Learning Resources Center services are available from 8:00am – 10:00pm, Monday-Thursday, and 8:00am – 5:00pm on Friday. The second floor closes 15 minutes prior to the Library closing. Holiday and Summer hours are posted.

Library and LRC Services require a valid Paine College Identification Card. Identification cards MUST be presented each time services are requested. These services include any use of computer labs in the LRC (2<sup>nd</sup> floor).

#### Library Directory

1<sup>st</sup> Floor Circulation desk  
706.821.8308  
2<sup>nd</sup> Floor Circulation Desk (LRC)  
706.821.8367 or 706.821.8365  
Reference Assistance  
706.821.8351  
Administrative Office  
706.821.8253  
Director's Office/Archives 706.821.8361

## **Tutorial and Enrichment Center**

The Tutorial and Enrichment Center is a college-wide support program that provides tutoring in academic areas to all Paine College students. Students may request the services of the center on their own or be referred for services by a faculty member, counselor or administrator. The center is staffed with a director, an office manager, and professional tutors. All tutors participate in on-going training activities.

The Tutorial and Enrichment center offers a wide range of services. Its most important function is to provide tutoring that promotes academic confidence and independence through one-on-one and small group tutoring sessions. The Center further supports students through seminars and workshops in a variety of areas such as study skills, test-taking skills, research paper techniques, and oral presentation to develop and strengthen student competencies in these areas. In addition, the Center houses an Internet-accessible computer laboratory that allows students to enhance their computer skills through hands-on training.

The Tutorial and Enrichment Center Operates during all academic terms. Semester hours including summer session are Monday through Friday from 9:00 a.m. -5:00 p.m. The Center is located temporarily in the Collins-Callaway Library and will be relocated to the J. Mack Gipson building during academic year 2022 – 2023. Virtual tutoring supports are available through resources such as TutorMe with a Paine College student identification and website log-in. The Center may be reached by telephone at (706) 821-8345 or e-mail [TECtutors@paine.edu](mailto:TECtutors@paine.edu).

## **ACADEMIC ADVISING**

Academic Advising will provide students with clear and contemporary information on any given program of study while providing them with specific discipline support to realize their academic goals. Academic Advisors are faculty

members within each academic department with additional support from their respective department chair who serve as individualized counselors for student majors and are immersed in the department because they are also teaching faculty. Advisors ensure that students understand the requirements of any given program of study and provide students with guidance regarding discipline specific activities to include post baccalaureate opportunities, research, and scholarly opportunities.

## **ACADEMIC SUPPORT**

Qualitative and Communications Support helps students maximize their educational opportunities and realize their academic potential. It also helps faculty explore different methods of teaching and implementing pedagogical innovations. This is accomplished through workshops, specific preparation for external examinations, faculty led supplemental instruction, and consultations.

## **ACCESSIBILITY AND DISABILITIES SERVICES**

By practice and policy Paine College makes reasonable accommodations for students with properly documented accessibility and/or disabilities that may adversely impact academic performance. Although Paine College operates no specifically structured academic programs for individuals with disabilities, Accessibility and Disabilities Services provides support with communication between faculty and students who are eligible to receive reasonable accommodations. The Director of Counseling serves as the point of contact ([jhorstead@paine.edu](mailto:jhorstead@paine.edu); 706.821.8390).

## **ACADEMIC PERSISTENCE**

The Early Warning System provides faculty members with a way to identify student behavior or activities that will adversely impact their academic performance. Additionally, all students who are on academic probation will be provided with support. Support for students includes identification of appropriate campus resources

and monitoring of non-cognitive skills. Students who have had some type of interruption in their College experience will be provided with transition support. Other forms of support and departmental and advisor awareness include a review of courses with unsatisfactory and failure rates, monitoring and review of term and career grade point averages, academic advisor led course scheduling, faculty supplemental instruction, and tutoring participation outside of classroom instruction in high D, W, F rate courses.

### **LEADERSHIP DEVELOPMENT**

All students at Paine College are expected to engage in those activities that will ensure their acceptance into all graduate and/or professional schools identified by their program of study, as well as be offered opportunities to engage in professional opportunities beyond their undergraduate study. Leadership development includes support in applying for competitive scholarships, internships, study abroad and service experiences in preparation for leadership beyond their undergraduate study.

### **HONORS PROGRAM AND SOCIETIES**

The Paine College Honors Program provides an enriched academic curriculum and learning environment for highly motivated and especially well-qualified students. It offers opportunities to honorize courses within the Common Curriculum as well as Honors Seminars. Additional honors courses may be offered throughout any given semester as special topics courses. The Paine College Honors Program will focus on faculty working with small groups of dedicated and accomplished students; an emphasis on independent learning; students entering into dialogue with peers, teachers, and facilitators; a demanding program of study in major and minor fields; and engagement in external experiential learning activities.

### **ADMISSION TO THE HONORS PROGRAM**

Admission to the program is determined by the Director of the Paine College Honors Program. A typical student enters the program as a sophomore and remains throughout their matriculation at Paine College. Students who earn a grade point average (GPA) of 3.0 or higher after completing their freshman year and ideally completion of the SPEE examination may be invited to apply for and enroll in Honors courses.

### **COURSES**

Typically, Paine College Honors Program courses fulfill common curriculum requirements or serve as general electives. To “honorize” a course, a student must enter into a contract with the professor of record and acquire permission from their Department Chair as well as the department under which the course will be offered as well as the Office of Academic Affairs – Associate Vice President and Director of the Honors Program. In addition to courses, Paine College Honors Scholars will also engage in research germane to their respective discipline, reflection on contemporary topics and socially significant service through the Honors Seminars Series.

<b>Courses</b>	<b>Hours</b>
HON 101 Honors Seminar	1
HON 102 Honors Seminar	1
HON 201 Honors Seminar	1
HON 202 Honors Seminar	1
HON 301 Honors Seminar	1
HON 302 Honors Seminar	1
HON 401 Honors Seminar	1
HON 402 Honors Seminar	1

### **GRADUATION REQUIREMENTS**

Paine College Honors Program students must complete twenty-four (24) hours of honors courses with a grade or “B” or better, and possess a cumulative grade point average of 3.5 and a cumulative average of 3.0 in Honors courses. Additionally, all Paine College Honors

Program graduates must defend and publish the results of original scholarship based on the criteria of the discipline for which they are earning a degree. Students meeting these criteria will graduate from Paine College with special recognition for academic honors at commencement exercises and will be listed as Honors Program graduates on their transcripts.

### **ALPHA KAPPA MU HONOR SOCIETY**

Alpha Kappa Mu Honor Society is a national general scholarship honor society open to junior and senior men and women in all academic areas. An undergraduate student shall be eligible to be elected as a collegiate member if the individual:

- Is registered as full time and is in good standing with the Institution
- Is at least a junior in a degree program and has completed 50 percent of the course requirements for graduation
- Has a minimum grade point average of 3.3
- Is ranked in the upper 10% of the class
- Exemplifies good character
- Exhibits the potential for leadership and service

### **DELTA MU DELTA**

Delta Mu Delta is a business honor society that recognizes and encourages academic excellence of students at qualifying colleges and universities to create a DMD community that fosters the well-being of its individual members and the business community through life-time membership.

- Junior or Senior Classification
- Overall GPA of 3.2

### **SIGMA TAU DELTA**

Sigma Tau Delta is the International English Honor Society. Student membership is available to undergraduate and graduate students currently enrolled at a college or university with an active Sigma Tau Delta chapter.

- Candidates for **undergraduate membership** must have completed a minimum of two college courses in English language or literature beyond the usual requirements in freshman English.
- The candidate must have a minimum of a B or equivalent average in English and in general scholarship, must rank\* at least in the highest thirty-five percent of his/her class, and must have completed at least three semesters or five quarters of college course work.

\*This requirement may also be interpreted as "have an overall B average in general scholarship" (e.g., 3.0 GPA on a 4.0 scale).

### **ALPHA KAPPA DELTA**

Alpha Kappa Delta (AKD) is an international society for scholars dedicated to the ideal "to investigate humanity for the purpose of service." Alpha Kappa Delta promotes excellence in scholarship in the study of sociology. In 1992, the Iota Chapter of Georgia of Alpha Kappa Delta Sociology Honor Society was founded at Paine College. Alpha Kappa Delta members who become Civil Service employees meet one of the requirements for entrance at the GS-7 level (an increase in pay grade) if they list Alpha Kappa Delta membership on their applications (providing they enter at the GS-5 level). An undergraduate student shall be eligible to be elected as a collegiate member if the individual:

- Is registered as full time and is in good standing with the institution
- Be a sociology major or a student who demonstrates a serious interest in sociology
- Be classified at least as a junior
- Have an overall GPA of 3.3
- Have a sociology GPA of at least 3.0
- Have taken at least four courses in Sociology

## **PAINE COLLEGE BOARD OF TRUSTEES**

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**Mr. Mark C. Callaway**  
Atlanta, GA

## FACULTY 2023-2025

### FULL-TIME FACULTY

**Francis Agbemade**, Assistant Professor of Spanish; B.A., 2010, University of Ghana (Legon); M.A., 2014, Ohio University; Ph.D., 2019, Arizona State University. (Spanish) August 2019

**Phyllis Anderson**, Assistant Professor of Music; B.S., 1976, Music Education, Norfolk State University; M.A., 1978, The Ohio State University; D.M.A., 1988, The University of Georgia. (Music) February 2022

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

**Kimberly Baxter**, Adjunct Instructor of History; B.A., 1998, Augusta State University; M.Ed., 2004, Troy State University. (History) July 2014

**Nancy Bookhart**, Assistant Professor of Art; B.F.A., 2000, Augusta State University; M.F.A., 2005, University of Georgia.; Ph.D., 2021, Institute for Doctoral Studies in the Visual Arts (Portland, ME). (Art) August 2007

**Odessa Chavous**, Assistant Professor of Sociology; B.A., 1985, Interdisciplinary Studies, University of Colorado - Denver; Master of Social Sciences, 1988, University of Colorado – Denver, M.A., 1998, Applied Sociology, University of Colorado – Boulder. (Sociology) August 2021

**Eronini E. Egbujor**, Assistant Professor of French; B.A., 1978, Université - du Benin; M.A., 1982, Ph.D., 1988, Université de Sherbrooke. (French) September 1998

**Elias E. Étingé**, Associate Professor of Psychology; B.A., 1972, University of Cameroon; M.S., 1976, University of Pennsylvania; Ph.D., 1980, University of Alabama; M.B.A., 1986, Augusta College. (Psychology) August 1979

**Jeffrey L. Jones**, Instructor of English; B. A., 2001, Paine College; M.A., 2005, Clark Atlanta University. (English) August 2017

**Robert L. Jones**, Assistant Professor of History; B.A., 1967, Paine College; M.S., 1973, East Texas University. (History) August 2003

**William F. Lawless**, Professor of Mathematics and Psychology; B.S., 1970, M.S., 1977, Louisiana State University; Ph.D., 1992, Virginia Polytechnic Institute and State University. (Mathematics and Psychology) September 1983

**Aisha Leverett-Williams**, Assistant Professor of Psychology; A.S., 1999, Georgia Military College; B.A., 2000, University of South Carolina; Ed.D., 2014, Argosy University. (Psychology) July 2018

**Melvin Mahone**, Assistant Professor of Sociology; B.S., 1975, Chicago State University; M.S., 1977, Chicago State University; Ph.D., 2002, Union Institute and University. (Sociology) August 2017

**Anna-Gay Nelson**, Assistant Professor of Chemistry; B.S., 2006, Tougaloo College; Ph.D., 2010, University of Notre Dame; Post-Doctoral, University of Michigan, 2010-2014. (Chemistry) August 2017

**Fidelia Nzeh**, Instructor of Computer Science; B.S., 1982, M.B.A., 1984, Alabama A & M University; M.S., 1995, Clark Atlanta University. (Computer Science) August 2000

**Okoroafor O. Nzeh**, Professor of Information Systems and Chair of Business Administration; B.S., 1980, M.S., 1983, M.B.A., 1988, Alabama A & M University; Ph.D., 1994, Clark Atlanta University. (Business) August 1996

**Elizabeth Siciliano**, Instructor of English; B.A., 1974, Augusta State University, M.A., 2005, Seton Hill University. (English) August 2008

**Srinivas R. Sonne**, Assistant Professor of Biology; B.S., 1988, University of Mysore, India; M.S., 1990, University of Mysore, India; Ph.D., 1998, University of Mysore, India. (Biology) August 2013

**Amina Sharif**, Assistant Professor of Mathematics; B.A., 1973, Kabul University, Afghanistan; M.Ed., 1983, University of Louisiana. (Mathematics) January 2020

**Jonaid Sharif**, Associate Professor of English; B.A., 1972, American University of Beirut; M.A., 1980, University of Iowa; Ph.D., 1984, University of Louisiana, Lafayette. (English) January 2020

**Zirzeria Wright-Beveridge**, Adjunct Instructor of Mass Communications; B.A., 1998, Savannah State University; M.A., 2015, Regent University; M.A.T., 2020, Liberty University. (Mass Communications) August 2022

**ADJUNCT / PART-TIME FACULTY**

**Christopher Atkins**, Adjunct Instructor of History; B.A., 2016, American Public University; M.A., 2019, American Public University. (History) August 2022

**Brandon Ball**, Adjunct Instructor of Music; B.A., 2015, Augusta University; M.M., 2018, Columbus State University. (Music) May 2022

**Paul Boaheng**, Adjunct Instructor of Philosophy; B.A., 1992, University of Ghana; M.Phil., 1997, Norwegian University of Science and Technology; M.A., 2000, Simon Fraser University; Ph.D., 2007, University of Alberta, CA. (Philosophy) October 2022

**Decole Brown Burgess**, Adjunct Instructor of Mathematics; A.S., 2010, Midlands Technical College; B.S. (2013), University of South Carolina; M.A.T., 2014, University of South Carolina. (Mathematics) January 2023

**Yolanda Copeland**, Adjunct Instructor of Sociology; B.S.W., 1988, Tuskegee University; M.S.W., 1989, University of Georgia; Ed.S., 2004, Lincoln Memorial University. (Sociology/SW) August 2013

**Larmer Cunningham**, Adjunct Instructor of Accounting; B.A., 1994, Clark Atlanta University; M.B.A., 2000, Troy State University; D.B.A., 2015 Northcentral University. (Accounting) March 2023

**Jalisa Darien**, Adjunct Instructor, First Year Experience; B.S., 2012, South Carolina State University; M.A.T., 2012, South Carolina State University; Ed.S., 2023, South Carolina State University. August 2023

**Luther Felder, II**, Campus Pastor and Assistant Professor of Religion; B.A., 1971, Wiley College; M.S., 1974, Colgate Rochester Divinity; D.Min., 1990, Southern Methodist University. (Religion) November 2008

**Matthew Fraser**, Adjunct Instructor of Mass Communications; B.A., The University of Akron. (Mass Communications) August 2021

**Ronald E. Garnett**, Adjunct Instructor of Business; B.A., 1973, Augusta State University; M.P.A., 1975, Georgia State University; J.D., 1978, Indiana University School of Law. (Business) August 2010

**Bernard Johnson**, Adjunct Instructor of Religion; M.Ed., 2002, University of Alabama; M.Div., 2000, Interdenominational Theological Center; B.S., 1996, Miles College. (Religion) January 2019

**Margaret Johnson**, Adjunct Instructor of Accounting; B.S., 2008, University of Phoenix; M.S. Acy., 2009, University of Phoenix; M.B.A., 2012, University of Phoenix. (Business) August 2023

**Trey McLaughlin**, Instructor of Music; B.S., 2008, Columbus State University. (Music) August 2021

**George C. Miller**, Adjunct Instructor of Religion; B.A., 2002, Morehouse College; M.Div., 2005, Emory University; M.B.A., 2014, Augusta University, D.M., 2018, Interdenominational Theological Center. (Religion) August 2022

**Ella Norris - Zinnerman**, Adjunct Instructor of Management; B.S., 2008, Paine College; M.S., 2016, Strayer University (Management) March 2023

**Raul Peters**, Adjunct Instructor of Physics and Physical Science; B.S., 2005, Midwestern State University; Ph.D., 2010, Texas Christian University. (Physics) August 2010

**Gabriel J. Swenson**, Assistant Professor of Biology; B.S., 2003, Augusta State University; M.S., 2006, Georgia State University; Ph.D., 2013, University of South Carolina. (Biology) August 2006

**Nahla Swedan**, Adjunct Instructor of English; B.A., 1983, Minia University; M.A., 1990, Minia University; Ph.D., 1995, Minia University and Georgia Southern University. (English) August 2022

**Sardar Yousufzai**, Assistant Professor of Chemistry; B.S., 1967, Agra University; M.S., 1971, U. P. Agriculture University; M. Phil., 1975, Ph.D., 1977, Aligarh Muslim University. (Chemistry) August 2000

**Doyelle Walker**, Instructor of Accounting; B.S., 2016, Paine College; MAcc, 2018, Kennesaw State University. (Accounting) January 2022

**FACULTY EMERITI**

**Earnestine Bell**, Instructor of Mathematics; B.S., Paine College, M.A. Morgan State University.  
August 1971 – May 2010

**Ellen Hopson Douglas**, Assistant Professor of Music; B.S., Fort Valley State College; M.A., Columbia University. September 1970-May 1988

**Shirley A.R. Lewis**, Professor of Education and President Emerita of the College, B.A., University of California at Berkeley, M.S.W., University of California at Berkeley, Ph.D., Stanford University. June 1994 – June 2007

**Mallory Millender**, Professor of French and Journalism, B.A., Paine College; M.S., Kansas State; M.J.S., Columbia University; D.A., Clark Atlanta University. September 1967- June 2012

**Millie M. Parker**, Assistant Professor of Library Science and Head Librarian; B.A., Paine College; M.S.L.S., Atlanta University. September 1955-May 1992

**Leslie Pollard**, Callaway Professor of History, B.A. 1965, Paine College; M.A., 1972, Ph.D., 1977, Syracuse University. September 1978 – May 2008

**Philip Thomas**, Professor of Sociology; B.S. 1967, University of Kerala; M.A., 1973, Atlanta University; Ph.D., 1983, Emory University. August 1976-May 2017

**SENIOR ADMINISTRATIVE OFFICERS**

**Cheryl Evans Jones**, President; B.A., 1977, Fisk University; M.A., 1982, Ph.D., 1988, The Ohio State University. (Psychology) January 1993

**Helene Carter**, Assistant Vice President of Institutional Advancement; B.A., 1977, South Carolina State University. July 2009

**Luther B. Felder, II**, Campus Pastor and Assistant Professor of Religion; B.A., 1971, Wiley College; M.S., 1974, Colgate Rochester Divinity; D.Min., 1990, Southern Methodist University. November 2008

**Leroy Summers**, Controller and Vice President of Administrative and Fiscal Affairs; January 2022

**Curtis Martin**, Special Projects and Enrollment Management; BS.Ed., 1972, Ashland College (now Ashland University); M.A.Ed., 1973, The Ohio State University; Ph.D., 1979, The Ohio State University. July 2019

**Selina Kohn**, Athletic Director; B.S., 1994, Albany State University. August 1998

**April Ewing**, Director of Sponsored Programs and Title III; B.S., Psychology, 2000, University of Georgia; M.S., 2003, Management, Troy University. August 2021

## ADMINISTRATIVE OFFICERS AND STAFF

### OFFICE OF THE PRESIDENT

Cheryl Evans Jones	President
Curtis Martin	Special Projects/Enrollment Management
Francis Wimberly	Coordinator of Special Projects, Community Service, and Dual Enrollment
Vacant	Administrative Assistant

### OFFICE OF RELIGIOUS LIFE

Luther Felder	Campus Pastor
Jacqueline Connie	Administrative Assistant

### PLANNING AND EVALUATION

Vacant	Director
--------	----------

### ACADEMIC AFFAIRS

Marci Middleton	Acting Vice President of Academic Affairs and Director of Distance Education, Evening College
Vacant	Office Manager

### COLLINS-CALLAWAY LIBRARY AND LEARNING RESOURCES CENTER

Alana Lewis	Library Director
Rosa Martin	Learning Resources Center Manager
Vacant	Information Curriculum Specialist
Vacant	Audio-Visual Production Specialist
Gilda Braithwaite	Circulation Desk Manager
Roderick Yarborough	Information Services Assistant
Jeremy Ownby	Audiovisual Production Specialist

### OFFICE OF THE REGISTRAR

Symphoni Wiggins	Registrar
LaTwan Wooten	Assistant Registrar/Veterans Affairs Officer
Gayle McLaughlin	Records Coordinator (part-time)

### DEPARTMENT OF BUSINESS

Okoroafor Nzeh	Chair
----------------	-------

### DEPARTMENT OF MEDIA STUDIES

Zirzeria Wright-Beveridge	Chair
---------------------------	-------

**DEPARTMENT OF HUMANITIES**

Jeffrey Jones

Chair

**DEPARTMENT OF MATHEMATICS, SCIENCES, AND TECHNOLOGY**

Anna-Gay Nelson

Chair

**DEPARTMENT OF SOCIAL SCIENCES**

Elias Etinge

Chair

**DISTANCE EDUCATION AND THE EVENING COLLEGE**

Marci Middleton

Vice President of Academic Affairs (Acting)

**TUTORIAL & ENRICHMENT CENTER (TEC)**

Kelly Spain

Director of Tutorial &amp; Enrichment Services

Lynda Jenkins

Office Manager/Tutorial Coordinator

Nefateria Ellington

Academic Support Specialist

**UPWARD BOUND**

Chellita Carlyle

Director

Vacant

Program Coordinator

Vacant

Office Manager

**STUDENT SUPPORT SERVICES**

Brittany Dixon

Director (Acting)

Vacant

Assistant Director of Student Support Services

Zekia Sylvan

Educational Follow-up Specialist

**PRE-PROFESSIONAL SCIENCES PROGRAM**

Anna-Gay Nelson

Director

**STUDENT AFFAIRS**

Vacant

Vice President of Student Affairs

Vacant

Administrative Assistant

**CAREER SERVICES**

Vacant

Director of Career Services

**COUNSELING & WELLNESS CENTER**

Jenease Horstead

Director of Counseling

**HEALTH SERVICES**

Vacant		Paine College Campus Nurse
Contracted Services	---	Contact Counseling & Wellness Center

**OFFICE OF ADMISSIONS**

Charles Singley	Director of Recruitment
Felicia Fenner	Admissions Coordinator
Agneilia Parker-Roberson	Admissions Recruiter
Jeremie Merriweather	Admissions Recruiter
Artis Collins	Admissions Recruiter

**RESIDENCE LIFE**

Joseph Dingle	Assistant Dean of Student Affairs
Sheila Paige	Residence Life Coordinator
Raisa Garnett	Residence Director
Vacant	Residence Director
Mark Steele	Residence Director
Vacant	Residence Director
Ambria Henry	Residence Director

**STUDENT ACTIVITIES**

Joseph Dingle	Assistant Dean of Student Affairs
Vacant	Director of Student Activities

**ADMINISTRATIVE AND FISCAL AFFAIRS**

LeRoy Summers, Jr.	Chief Financial Officer/Vice President of Administrative and Fiscal Affairs
Vacant	Controller
Vacant	Assistant Controller
Vacant	Executive Assistant to the Vice President
Maricelis Lei	Student Accounts Counselor/Cashier
Vacant	Accounts Payable Coordinator/Admin. Asst.
Shawn Simmons	Purchasing Manager
Vacant	Staff Accountant
Vacant	Auxiliary Services Director
Vacant	Auxiliary Services Coordinator

**HUMAN RESOURCES**

Troyline Johnson-Griffin	Human Resources Coordinator and Payroll Specialist
--------------------------	---

**CAMPUS SAFETY**

Chief Jessica C. Brown	Chief of Police
Capt. Darlene Smith	Captain, Security Officer
Sgt. Freddie Lockhart, Jr.	Sergeant, Police Officer
John Muldrow	Police Officer
John Truesdale	Security Officer
D'Arville Hubert	Security Officer
Keshawn Dunn	Security Officer
Lane Osbourne	Security Officer
Centell Jackson	Security Officer

**FOOD SERVICES**

Michelle Fox, Food Service Director for Contracted Services – Thompson Hospitality

**INFORMATION TECHNOLOGY SYSTEMS**

Jeff Owens	Interim Director of Information Technology
Wanda Brock	Office Manager/Help Desk Coordinator
Kornelius Taylor	Blackboard Administrator
Antwaun Price	Network and Telecommunications Manager

**OFFICE OF FINANCIAL AID**

Consuelo Quinn-Bussey	Director
Jennifer Bussey	Financial Aid Assistant
Angela Bussey	Default Manager/Work Study Coordinator
Vacant	Office Manager

**FACILITIES**

Gather Lewis	Director of Operations
Yewston Curry	Director of Facilities Management and Environmental Sciences
John Ware	Events Coordinator
Bathsheba Smallwood	Office Manager (part-time)
Johnny West	Custodian
Randy Delenor Andrews	Custodian
Mike Tate	Custodian
Sammie Gibbs	Custodian

**POST OFFICE**

Uzetta Gresham	Administrative Assistant (Fiscal Affairs Office and the Lion Shop)
----------------	---

**INSTITUTIONAL ADVANCEMENT**

Helene Carter	Vice President
Vacant	Director of Alumni Relations
Cesar Quispe	Digital Marketing & Website Development
Vacant	Assistant Director of Gifts and Database Management

**ATHLETICS**

Selina Kohn	Director of Athletics
Vacant	Administrative Assistant
William Lawless	Faculty Athletics Representative
Melvin Marshall	Head Men's Basketball and Baseball Coach
Kisha Lucette	Head Women's Basketball and Volleyball Coach
Tannasia Rhodes	Assistant Women's Basketball Coach
Dan Venema	Head Men's & Women's Golf Coach
Vacant	Assistant Men's & Women's Golf Coach
Antoine Thomas	Head Men's and Women's Track & Field Coach
Ricky Diaz	Head Softball Coach/Gameday Operations
Ruben Perez	Compliance Coordinator & Athletic Communications
Symphoni Wiggins	Cheer and Dance Coach

**INSTITUTIONAL RESEARCH, ASSESSMENT, AND EVALUATION**

Alice M. Simpkins	Director of Institutional Research, Assessment and Evaluation
Vacant	Tracking and Research Assistant

**TITLE III AND SPONSORED PROGRAMS**

April Ewing	Director of Sponsored Programs and Title III
Vacant	Assistant Director of Sponsored Programs and Title III
Vonda Butler	Administrative Assistant

**NATIONAL ALUMNI ASSOCIATION OFFICERS**

**EXECUTIVE BOARD**

**Term Expires June 30, 2024**

**President**

Derrick Goss, '93  
Atlanta, GA

**1<sup>st</sup> Vice President, Programs & President-Elect**

Sophia Fryer, '94  
Augusta, GA

**2<sup>nd</sup> Vice President, Membership**

Dr. Tedro Rouse, '97  
Orangeburg, SC

**Recording Secretary**

LaDonna Spratley, '87  
Decatur, GA

**Assistant Recording Secretary**

Belinda G. White, '80  
Graniteville, SC

**Financial Secretary**

Jacqueline Taylor, '10  
Augusta, GA

**Sergeant-at-Arms**

Vacant

**Treasurer**

Cheri Coffey-Tutt, '97  
Augusta, GA

**Chaplain**

Vacant

**Parliamentarian**

James Sanders, '72  
Decatur, GA

**Senior Advisor**

Rev. Gene Dean, '59  
Augusta, GA

## NATIONAL ALUMNI ASSOCIATION OFFICERS

### BOARD MEMBERS AT-LARGE

Clarence West, '74  
Greenville, SC

Winfred Owens, '72  
Athens, GA

Thomas McCain, '62  
Trenton, SC

Grayland Benefield, '77  
Redan, GA

Ann McGruder-Dixon, '80  
Conyers, GA

George Bailey, '73  
Augusta, GA

Akbar Imhotep, '73  
Atlanta, GA

Portia Nobles, '70  
Stone Mountain, GA

### Chapter Presidents

Atlanta Chapter, Stanton Usher, '96  
Athens Chapter, Stacey Rozier, '06  
Augusta Chapter, Tarvey Jones, '01  
Burke County Chapter, Dorothy Latimore, '62  
Middle Georgia Chapter, Mitchell Brown, '77  
SC Upstate Chapter, Ronald Fisher, '70  
Sunshine State Chapter, Lewis Brinson, '74  
Washington, D.C. Chapter, Sam Cooper, '78

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# PAINE COLLEGE CAMPUS MAP



**L  
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D**

- |   |   |   |   |
|---|---|---|---|
| 1. Haygood- Holsley Hall                      | 9. Mary Helm Hall   | 17. Gray House (Residence Hall)                 | 25. Mack Gipson Building                    |
| 2. Peter Campus Center                        | 10. Business Department (Academic) Office Building          | 18. Berry-Gomillion [BG] House (Residence Hall) | 26. Office Building (former Fitness Center) |
| 3. Lions Field                                | 11. Campus Police   | 19. Hollis House (Residence Hall)               | 27. McGinnis Office Building                |
| 4. Paine House                                | 12. Office Building (former Mathematics Lab)                | 20. Belle-Bennett House (Residence Hall)        | 28. Walker Office Building                  |
| 5. Gilbert-Lambuth Memorial Chapel            | 13. Candler Memorial Library (Offices and Ballroom)         | 21. Graham House (Residence Hall)               | 29. Equipment Storage                       |
| 6. David & Betty C. Peterson H.E.A.L. Complex | 14. Walker Science Building                                 | 22. Basketball and Volleyball Courts            | 30. Alumni Relations Building               |
| 7. Welcome Center                             | 15. Collins-Callaway Library and Tutorial Enrichment Center | 23. Frank Yerby House                           | 31. Intramural Field                        |
| 8. Ervin House (Residence Hall)               | 16. Epworth House (Residence Hall)                          | 24. Jackson House                               | 32. Plant Operations                        |
|   |   |   | 33. Baseball Club House                     |