2023-2024

SHORTER COLLEGE

Academic Catalog

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ACCREDITATION

Shorter College is a member of the Transnational Association of Christian Colleges and Schools (TRACS), [15935 Forest Road, Forest, VA 24551; Telephone: (434) 525-9539; email: info@tracs.org]. The institution was awarded Accredited Status as a Category I Institution by the TRACS Accreditation Commission on October 29, 2013 and was awarded Reaffirmation Status as a Category I Institution by TRACS Accreditation Commission on October 23, 2017. This status is effective for a period of ten years. TRACS is recognized by the United States Department of Education, the Council for Higher Education Accreditation and the International Network for Quality Assurance Agencies in Higher Education. (INQAAHE).

MESSAGE FROM THE CHAIRMAN OF THE BOARD



Welcome to Shorter College!

Shorter College, since it was founded in 1886, has been instrumental in providing strong academic training, as well as character development for countless young men and women throughout the United States. Shorter College's unapologetic Christian values has been one of the essential traits which has made Shorter a unique and valued institution for many years.

The members of the Board of Trustees and I are excited about the direction and future of Shorter. It is our intent to make sure that each student attending Shorter is provided the best environment available to succeed in their quest for academic development. Your success is our success, and we are interested in being a part of your success today.

As you matriculate at Shorter College, dream big and dream louder. Dreams are obtainable if you believe in that which you dream. The entire constituency of the African Methodist Episcopal Church is "dreaming again," also. Our dreams become reality as each student at Shorter succeeds.

Success is our only option at Shorter College. As Chair of the Board of Trustees of Shorter College, I believe the administration, faculty and staff are committed to helping each of you to obtain your collegiate goals.

Welcome to Shorter College!

Bishop Michael Mitchell
Chair of the Board of Trustees of Shorter College

MESSAGE FROM THE PRESIDENT



Greetings and Welcome to the place where “You Fit Here!”

It is the dream of each individual to live out the potential they possess inside. As you continue on your journey toward that goal, we’d like to invite you to experience an opportunity to grow in an institution committed to assisting and supporting you through that dream. The decision to enroll in a college or university should not be taken lightly. Your college experience should provide you with a strong foundation that will leave a lasting impression on your life. We, at Shorter College, offer an environment where students are inspired to grow, encouraged to mature and supported to excel.

As the President of this great institution, I congratulate you on your decision to further your education. I am confident in knowing that you will find all the tools you will need to grow here at Shorter College. On behalf of our Board of Trustees, Administrative Cabinet, Faculty and Staff, I would like to welcome you to “The New” Shorter College. “You Fit Here!”

Welcome to Shorter College!

Jerome Green, Esq.
President of Shorter College

MESSAGE FROM THE DEAN OF ACADEMIC & STUDENT



Dear Shorter College Students and Community Members,

We are elated that you have chosen Shorter College as the preferred institution of choice to bring your academic and professional goals to fruition.

Founded in 1886 by the African Methodist Episcopal Church, Shorter College remains committed to its foundational principles of providing educational excellence through various equity and access platforms to help each student realize their fullest potential. Regardless of your path (to continue academic undertakings at a four-year institution or enter the workforce), we use a robust holistic approach to ensure current and future success by instilling the Four Cs in each student under our watch--competency, citizenship, culture and character.

Our various programs equip you with the knowledge base and skills set needed for success in your discipline/field of study. Faculty members incorporate multiple modalities of delivery to help cater to different learning styles thereby helping each student on a clear path to success and completion. All this is in keeping with our mantra of "You Fit Here"---creating and sustaining a safe and comfortable space for all students during their academic journey.

Shorter College has a cadre of highly qualified, professional, dedicated, passionate and caring personnel (faculty/staff) who will help you in achieving your goals. This handbook is designed as a guide to provide preliminary information about our programs, course offerings, policies, procedures, and other essential services that are key for your success.

Given our commitment to student success, please feel free to reach out to the Office of Academic Affairs/Student Affairs should you require additional information, need further clarification or if you want to provide constructive feedback on how we may better support you. We pride ourselves on providing premium individualized and caring services for all our students. We look forward to working closely with you and welcome the opportunity to serve you in preparation for the future. Welcome to Shorter College--the small college of big dreams where you start here and soar anywhere!

Dr. Johnny D. Jones
Acting Dean of Academic Affairs & Student Affairs

ACADEMIC CALENDAR

The Shorter College Academic Calendar is subject to change.
The current version is always available on www. shortercollege.edu

CATALOG REQUIREMENTS

The Shorter College Catalog 2023-2024 provides information about the academic programs of Shorter College. It also contains information concerning admissions, academic regulations and requirements, services available to students, academic offerings, and a list of administrative officials, faculty, and staff of the college. Although courses listed in a curriculum are required, the suggested curricular plan for an academic program does not in any way indicate the length of time required for a student to finish degree requirements.

While every effort has been made to ensure completeness and accuracy, Shorter College reserves the right to make in requirements, deadlines, fees, curricula, courses, and course descriptions. For various reasons, such as insufficient enrollment or limited resources, courses may at times not be offered in the announcement semester. Consequently, students should work with the appropriate advisor in determining a schedule for any given academic session. It should be understood, therefore, that the information in this catalog is not in the nature of contractual obligation.

CATALOG RESTRICTIONS

Students generally follow the academic program current at the time of their admission into Shorter College and may not follow those of earlier catalogs. Exceptions may apply where requirements are imposed by state agencies.

STUDENTS' RESPONSIBILITIES

Students are responsible for reading the information in the College catalog. They should have an understanding of the policies, rules, and regulations and know the organization of the institution.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY (FERPA)

Notice is hereby given that Shorter College has adopted institutional procedures in compliance with the Family Educational Right and Privacy Act of 1974, assuring the right of a student to view his or her educational records upon request.

CONFIDENTIALITY OF RECORDS

Shorter College has adopted procedures in compliance with the Family Educational Right and Privacy Act of 1974. To preserve strict confidentiality of records, the college does not permit access to or release of educational records or personal information, without the written consent of the student.

Information allowed Include:

- Grades/GPA, demographic, registration, student ID number, academic status, and/or enrollment information
- Billing statements, charges, credits, payments, past due amounts, and/or collection activity
- Financial aid awards, application data, disbursements, eligibility, and/or financial aid satisfactory progress
- Access to student records maintained by the Office of the Registrar, Office of Financial Aid and the Office of Student Affairs including all of the above examples.

SEXUAL HARASSMENT

Shorter College has a policy that prohibits sexual harassment or discrimination against any staff, faculty, and student of the college on the basis of sex. Actions related to sexual harassment or discrimination based on sex are also prohibited by law, Section 703, Title VII of the Civil Right Act of 1963 and Title IX of the Educational Amendment Act of 1972.

Any member of the Shorter College community who violates any of these Acts faces disciplinary action and potential legal consequences.

Sexual harassment is defined as an unwelcome sexual advance, request for sexual favors, and other verbal or physical conduct. The following non-exhaustive list contains forms of sexual harassment:

(1) Submission to such conduct is, explicitly or implicitly, made a term or condition of an individual's employment or classroom evaluation.

(2) Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting the status of the individual.

(3) Such conduct has the purpose or effect of unreasonably interfering with an individual's work or classroom performance, or creating an intimidating, hostile, or offensive working or academic environment.

Shorter College shall take necessary steps to maintain a college environment that is free of sexual harassment and discrimination on the basis of sex through programs and workshops developed to prevent such acts. Members of the college are encouraged to report any violation of this policy against an individual on or outside the college campus to the appropriate college authority. Appropriate administrative departmental action(s) will be taken through either informal or formal procedures. For more details on this policy and related procedures: See Shorter College Student Handbook.

EQUAL EMPLOYMENT AND EDUCATIONAL OPPORTUNITY

Shorter College complies with applicable federal and state legislation and regulations regarding non-discriminatory admission and employment policies and practices by providing equal opportunity to all individuals without discrimination on the basis of extrinsic factors such as ethnic or national origin, sex, sexual orientation, age, color, religion, political affiliation, disability, or status as a war veteran. It is, therefore, the institution's policy to accord fair and equitable treatment of every person, at all times.

Shorter College will continue to maintain its policy of providing access to general education and Para-professional programs to all persons regardless of race, national origin, sex color, creed, and political persuasions. The College, however, recognizes its institutional responsibility to serve its community by making institutional resources available to assist in the cultural, economic, and spiritual development of the community.

DISCRIMINATION FREE ENVIRONMENT

Shorter College does not, in its admission or employment policies and practices, discriminate against individuals on the basis of extrinsic factors such as ethnic or national origin, sex, sexual orientation, age, color, religion, handicap, or status as a veteran of Vietnam War era or as a disabled veteran. The college

complies with applicable federal legislation and regulations regarding non-discrimination and equal employment opportunity.

Shorter College also reaffirms the principle that its students, faculty, and staff have a right to be free form sexual discrimination in the form of sexual harassment by any member of the college community. Sexual harassment of students and employees at the college is unacceptable conduct, and it is also unlawful.

SHORTER COLLEGE CONCEALED WEAPON POLICY

It is the Policy of Shorter College that no weapons of any kind be allowed on the grounds or in the buildings of Shorter College premises except in the possession of law enforcement authorities or security officers specifically hired by Shorter College. This policy covers all weapons whether concealed or unconcealed, and whether on the person of the possessor, in a container or in any compartment of a vehicle.

This policy applies to persons who would otherwise be licensed to carry a concealed weapon under Arkansas law pursuant to Arkansas Act 226 of 2013.

Shorter College administrative officials shall maintain appropriate signage and other notice on the campus in the buildings and on the grounds, pursuant to Arkansas Act 226 of 2013, and Arkansas Code 5-73-30(19) to give public notice that Shorter College has specifically elected to prohibit all firearms on its campus including persons who are licensed to carry concealed weapons but who are not law enforcement officers or security persons employed by Shorter College. This Policy was adopted by the Shorter College Board of Trustees April, 2013.

LOCATION OF SHORTER COLLEGE

Shorter College is located in North Little Rock, Arkansas. Shorter's campus is three and one-half square blocks of land directly off Interstate Highway 30 in North Little Rock. It is bounded by Interstate 30 on the west side, Vine Street on the east side, Broadway on the south side, and Eighth Street on the north side. Shorter College is a private, faith-based, two-year liberal-arts, Commuter College located in North Little Rock, Arkansas.

ABOUT THE CAMPUS

Sherman-Tyree Hall

Tyree Hall is designated as the main building for administrative and instructional functions. This building is a two-story structure. The first floor contains administrative offices, the computer lab and classrooms. The second floor consists of classrooms, the science laboratory, and the Literacy and Math Laboratories. The faculty lounge is also on the second floor. The second floor consists of classrooms, the adult education center, and the science laboratory.

F.C. James Human Resources Center

The James Center is an architecturally attractive building for which the architecture won a design award. The building is connected to the Sherman Tyree Hall by a covered walkway and is easily accessible from the two other major buildings. In 2015, the auditorium was remodeled, the Registrar's office was created, flooring was replaced, and vertical blinds placed at every window in all the offices and the inside has been repainted.

S. S. Morris Student Center

The S. S. Morris Student Center was completely renovated in 2014 and is beautifully appointed. It houses the dining hall, a spacious kitchen, the Student Government Association Office, the Office of Student Services, Counseling, a student lounge and a recreation room. The Center provides ample room for student activities, meetings, seminars, and workshops. The community utilizes the facility frequently on weekends when it is not in use for students.

Henry A. Belin Health-Plex

The first phase of the Health-Plex is the gymnasium, which was completed in the fall of 1992. The roof of the Belin Health Plex was replaced, central air conditioning installed, floors refurbished, plumbing and bathrooms overhauled, and Internet connected. In addition to Physical Education classes and sports activities held in the Plex, Career Fairs, Assessment Day, Honors Convocation, Commencement activities, and special events are also accommodated.

The Alexander-Turner Child Development Center

The Child Development Center was constructed in 1994-1995, has accommodations for infants and children (6weeks to 5 years of age). It provides services for the children of students who attend college as well as the community in general. It was overhauled in 2014-2015 with observation rooms for students who are majoring in Child Development and specified rooms are equipped for various age groups. A new fence replaced the old one to provide complete privacy and security for outside activities.

The Health and Wellness Center

This is a house on the corner of Vine and Locust Street that was donated to Shorter College in 2014. Because of its location, it was reasoned that it could be used as the Health Center for students, faculty, and staff. It was renovated in 2015. Basic health issues are addressed, health screenings are provided, and Health and Wellness information is provided.

A.W. YOUNG LIBRARY

The library is equipped with a spacious, well-lit reading room, which contains carrels and study tables, two sizeable conference rooms, and two classrooms. The bookshelves are located conveniently near the reading room. The library has 6818.8 square feet and has four sections – a classroom with a portable divider that can turn into two rooms, a student seating area with twenty-one (21) state of the art student-use computers, and office/workspace and stacks that can be divided into three distinct areas. The stacks encompass 1523 square feet; the student seating area contains 3215.8 square feet; staff office and work area has 780 square feet, and the classroom consists of 2,155 square feet. Seventy-five to a hundred users can be seated at one time.

WHERE TO GO FOR HELP

Department	Division	Where
Academics	Academic Affairs	Sherman-Tyree Building
Admissions	Enrollment Management	F. C. James Building
Business Admin.	Business	Sherman-Tyree Building
Campus Activities	Student Affairs	S.S Morris Center
Childcare	Academic Affairs	Child Development Center
Drop & Add	Registrar	F. C. James Building
Grades/Transcript	Registrar	F. C. James Building
Graduation Requirement	Registrar	F. C. James Building
Library	Academic Affairs	Sherman-Tyree Building
Student Acct. Balance	Business Office	Sherman-Tyree Building
Tuition & Fees	Business Office	Sherman-Tyree Building
Withdrawal from College	Registrar	F. C. James Building
Financial Aid	Enrollment Management	F. C. James Building
Health and Wellness Center	Student Affairs	Vine House

Regardless of the type of financial aid desired (loans, grants or college work study), all applications and requests for information should be addressed to the:

Audra Hinton
Director of Enrollment Services
Office of Financial Aid at Shorter College.
604 Locust Street, North Little Rock, AR 72114
Email: Audra.Hinton@shortercollege.edu
Office Telephone: 501.374.6305 x302

SHORTER COLLEGE CAMPUS DIRECTORY

Office Name	Number
Campus Main Line	501-374-6305
President's Office	501-374-6305
Academic Affairs	501-374-6303
Business Office	501-374-6305
Student Services	501-374-6305
Registrar	501-374-6305
Financial Aid	501-374-6305
Institutional Advancement	501-374-6305
Alumni Affairs & Church Relations	501-374-6305
A.W. Young Library	501-374-6305
Security	501-374-6305
Child Development Center	501-374-6305

HISTORICAL SKETCH OF SHORTER COLLEGE

Founded by the African Methodist Episcopal Church in 1886, Shorter College was a logical and pragmatic response to the need of recently freed slaves to overcome the many disadvantages and deprivations of slavery and racial discrimination. This was a time, little more than twenty years after the end of the Civil War and the abolition of slavery, when black people had no access to institutions of higher learning. In fact, the prevailing attitude was that Blacks had no capacity for learning and the vast majority lacked basic education and skills. The church seized the opportunity to provide instruction leading to a general education, but also aimed at developing competent leadership among Black people.

In November 1886, under the leadership of Bishop T.M.D. Ward, the Arkansas Annual Conference of the African Methodist Episcopal Church, less than twenty years after it was organized, formulated a plan for establishing an institution of higher learning. No doubt this was influenced by the years Nathan Warren, one of the founders of the African Methodist Episcopal Church in Arkansas, spent in Xenia, Ohio, at the time Bishop Daniel Payne was President of Wilberforce University. When it opened on September 15, 1886, the school was housed in the basement of Bethel A. M. E. Church on Ninth and Broadway in Little Rock, Arkansas and was named Bethel University. Its first session opened with an enrollment of 109 students.

In 1888, Bethel University was moved to Arkadelphia, Arkansas, where it opened its fifth academic year on September 23, 1891. In December 1892 the Annual Conference renamed the school to Shorter University in honor of Bishop James Alexander Shorter, organizer of the African Methodist Episcopal Church in Arkansas. On May 18, 1894, Shorter University was chartered under its new name. A year later, under the leadership of Principal F. T. Vinegar and Bishop W. B. Derrick, Shorter acquired land and buildings in North Little Rock, Arkansas. From September 22, 1895, to January 1898, the college-maintained operations both in North Little Rock and in Arkadelphia. At the end of a twenty-eight-month transition, the college established itself at 604 Locust Street in North Little Rock in 1898 and terminated operations in Arkadelphia. At present the campus sits on three and one-half blocks of valuable property in the city of North Little Rock.

On August 14, 1903, the charter was amended to change the name of the institution to Shorter College, in that same year, the first building was erected and named Tyree Hall. This initiation of physical-plant expansion, which is attributed to Bishop Evans Tyree and President T. H. Jackson, is significant because it represents an unmistakable commitment to a permanent location. As funds became available, buildings were erected and the scope of its offerings broadened, at one time providing theological, vocational and liberal arts programs as a four-year college.

Shorter College's open enrollment policy was of great benefit to the African American population across the state of Arkansas and later in Oklahoma. Several of the clergy and lay leaders in the Twelfth Episcopal District graduated from Shorter College and later, Jackson Seminary located on the campus. Other institutions of higher learning in the state of Arkansas were closed to African Americans; therefore, Shorter's presence served a great educational void.

In 1955, a decision was made to operate the college as a 2-year institution under the leadership of President Theophilus D. Alexander and Bishop William R. Wilkes. The prevailing institutional goal was to develop and maintain programs and services characteristic of a first-rate Junior College. Its two priorities were

development of a physical plant designed to support its instructional program and goals, and an administration capable of ensuring institutional effectiveness and adherence to the institution's goals.

In 1958, A.O. Wilson was appointed President and served a two-year term. He was succeeded by Dr. H. Solomon Hill in June 1960. Dr. Hill's eight-year tenure brought many improvements to the college and the community as well. Among his accomplishments were the construction and furnishing of the Sherman-Tyree Hall in May 1961(under Bishop O. L. Sherman's leadership), as well as the completion of the new library in 1968.

In May 1970, The Board of Trustees, under the leadership of Bishop D. Ward Nichols, elected Rev. Lonnie Johnson of Lawton, Oklahoma, as president of The College. After serving fourteen months, Rev. Johnson resigned and returned to Oklahoma.

In May 1972, Mr. Oley L. Griffin by unanimous consensus of the Board of Trustees was appointed by Bishop Nichols to oversee the operations as president. While President Griffin was in office, ground was broken for the S.S. Morris Student Center in November 1974. The building was completed in the fall of 1975. In the winter of 1977, when President R.J. Hampton was in office, ground was broken for the F.C. James Human Resources Center, named in honor of Bishop Frederick C. James. The James Center was completed in 1979.

In September 1980, the Board named the Reverend John L. Phillips, Sr., the thirty-seventh president of the college. A man of proven administrative ability, President Phillips received unanimous support from the other administrative officers and the faculty members for his plan to reorganize the administration, which he explained soon after taking office. The plan consisted of three phases: An analysis of the existing administrative organization; evaluation of existing administration functions by the criterion of relevance to the mission; and revision of the administrative system and job descriptions to establish a management-by-objectives administrative style conducive to planning, management, and evaluation that would ensure the relevance of the various functions of the college to its mission. The first phase of the plan was completed in January 1981; the second was included in a perpetual planning cycle essential to management by objectives; and the third was executed as, one by one, the various offices were adapted to management by objectives. Under President Phillips administration, the college was led to full unconditional accreditation by the North Central Association of Colleges and Schools, the Arkansas Council of Independent Colleges and Universities, the National Association of Junior Colleges, and the Arkansas Department of Higher Education. This accreditation enabled Shorter College to compete for students who could then transfer easily to four-year institutions. In the years following, many attempts were made at improving the administrative effectiveness of the institution and shaping its programs to meet the needs of students.

In 1984, Bishop H. Hartford Brookins was assigned to the Twelfth (12th) Episcopal District of the African Methodist Episcopal Church. He served as the Chairman of the Board of Trustees responsible for the welfare and upkeeping of Shorter College. Bishop Brookins' tenure of office ended in July 1988, with the subsequent assignment of Bishop Henry A. Belin, Jr. who became the Chairman of the Board of Trustees of Shorter College.

Dr. H. Benjamin Williams joined Shorter College as the Vice President for Academic Affairs in the Fall of 1984 under Dr. John L. Phillips. He was appointed the interim President in July 1987 and was confirmed the 38th President of the college in the March 1988. Dr. Williams resigned his leadership in June 1988. Dr. Williams succeeded in accomplishing the following: reinstating the men's basketball team, establishing a new federally funded program (Title III) designed to strengthen academic programs at the college; setting up a dormitory for the male students on campus (Honors Hall), and making some improvements in the administrative components of the college.

Dr. Williams was succeeded by Dr. W. Dean Goldsby who was appointed by the board to the seat of Interim President in June 1988 thereby vacating his previous position as Director for Student Services. Dr. Goldsby embarked on a number of improvement projects including increasing the student enrollment for the 1988/89 session; overhauling and restructuring the internal financial management; and completing the physical improvement projects on campus (i.e., the renovation of Sherman Tyree Hall). During the administration of Dr. W. Dean Goldsby (1988-89), ground was broken for the Henry A. Belin-Health-Plex, which houses the Gymnasium.

Dr. Katherine P. Mitchell, elected on September 21, 1989, by the Board of Trustees, took office on November 1, 1989, becoming the first woman to be elected President of the college. Under Dr. Mitchell's leadership, the college made significant progress to include the completion of the Henry A. Belin Health-Plex and the Alexander-Turner Child Development Center.

In 1998, Dr. Irma Hunter Brown was elected President of Shorter College. Following Dr. Brown's tenure, the Board of Trustees named Dr. Cora D. McHenry acting president of Shorter College in April 2001. In May 2002, the Board of Trustees elected Dr. McHenry as President. The Board of Trustees and the administrative staff set out on a two-phase program of revitalization and implementation of the newly adopted strategic plan. Following the administration of Dr. Cora McHenry, the Board of Trustees elected Lillie Alexis as its 43rd President.

In June 2008, Bishop Samuel L. Green, Sr. was elected and consecrated as the 125th Bishop of the African Methodist Episcopal Church. He was assigned to the 12th Episcopal District and with this Episcopal service, his responsibility included Chairman of the Board of Trustees for Shorter College.

Shorter College had lost its accreditation in 1998, but with a watchful board and a few dedicated staff, the doors of the college were kept open. Within the first few months, Bishop Green assembled the Board of Trustees to assess the situation of Shorter College and to critically evaluate its future.

After reviewing the institution's mission, goals, and objectives, the Board of Trustees determined that Shorter College should move forward in continuing its rich heritage. They elected to bring back one of its former presidents, Dr. Katherine P. Mitchell, to lead the effort to gain candidacy status with the Transnational Association of Christian Colleges and Schools (TRACS). An intensive eighteen-month process with an introspective critical look at Shorter College resulted in Shorter Colleges' self-study report which was presented to TRACS. The self-study team, then, made its initial visit to the College.

On April 13, 2011, Shorter College received notification of its completion of this accomplishment: candidacy status was granted. Dr. Katherine P. Mitchell had completed her task. The next step was to work toward full accreditation.

In July 2012, the Board of Trustees elected O. Jerome Green, Esq., as the 45th President of Shorter College. The Board charged Dr. Green and staff to move Shorter College to full accreditation. The team commenced its task. Full-time faculty were hired to instruct students; student learning was facilitated; infrastructures were enhanced, and student services were strengthened. Sound fiscal affairs were maintained, and curriculum was enhanced. Consequently, with intensive work, strong leadership, and a committed board, the self-study for full accreditation was developed and submitted to TRACS.

During this process, Shorter welcomed fifty (50) enrolled students in the 2012 fall semester and two hundred thirty-six (236) enrolled students in the 2013 spring semester. The first summer school session held in more than ten years had 83 students enrolled for summer session I, and 90 students enrolled for summer session II.

TRACS sent another site team to Shorter College on August 19-22, 2013. By this time, enrollment for fall 2013 had reached 331 new and returning students. TRACS evaluated the data and relevant information in the accreditation report and made its preliminary determination. On October 29, 2013, the Chairman and representatives of the Board of Trustees and administration of Shorter College traveled to San Diego, California to stand before the Commissioners of the Transnational Association of Christian Colleges and

Schools (TRACS) to answer questions relative to Shorter College's adherence to TRACS' accreditation standards. At the end of the interview, Shorter College was awarded full accreditation status as a Category I institution for a period of five years -- 2013-2018.

With full accreditation, the focus for Shorter College was on excellence in all arenas. The staff focused on developing first-rate information technology, student services, assessment, strategic planning, curriculum development, faculty development, and other strategic areas. Great strides were made and are continuing to be improved in these areas. In the spring semester of 2014, Shorter College had a student enrollment of 437 students; library holdings were increased; cooperative library usage agreements were implemented; curricular improvements were made, and the renovation of the S. S. Morris Student Center was completed in July 2014.

In April 2015, two new Associate of Arts Degree Programs were added to the curriculum: Associate of Arts in Entrepreneurial Studies and the Associate of Arts in Criminal Justice. In August 2016, two new Associate of Arts Degree Programs were added to the curriculum: Associate of Arts in Christian Leadership and the Associate of Arts Early Childhood Development.

Future plans include the introduction of new degree programs, the building of an ultra-modern dormitory/with student apartments, and an administrative building with classroom and offices. An intensive fund-raising strategy has a goal of one million dollars for 2017-2018. By 2020, Shorter College plans to have raised a total of $5 million in unrestrictive private gifts and have an increase in the Shorter College Endowment Fund. The rebirth of Shorter College as a viable option for higher education is evident, and "You Fit Here."

In July 2016, Bishop Michael Mitchell was elected and consecrated as the 134th Bishop of the African Methodist Episcopal Church. He was assigned to the 12th Episcopal District and with this Episcopal service, his responsibility includes serving as Chairman of the Board of Trustees for Shorter College.

GOVERNANCE

The governing authority of Shorter College is vested in an autonomous, legally established, Board of Trustees. The Board is composed of the Presiding Bishop of the Twelfth Episcopal District of the African Methodist Episcopal Church who is an ex-officio member of the Board and serves as its chairperson. Each annual conference shall have a minimum of three (3) members and not more than six (6) members, with the maximum number for the entire Board of trustees elected by the four (4) annual conferences not

to exceed twenty-one (21). There shall be not less than two (2) members elected at-large who may or may not be members of the African Methodist Episcopal Church, nor the annual conferences hereinbefore mentioned. Both clergy and lay members shall be elected from each of the four (4) annual conferences, with the majority being from the ranks of the clergy. The president of Shorter College shall be an ex-officio member. The Board of Trustees is responsible for establishing broad policy, appointing and evaluating the chief executive officer, establishing and maintaining financial stability, and oversight of the effective pursuit of the stated purpose and objectives of the institution.

The functions of the Board are: (1) to ensure with its awareness, influence, participation, and financial support, the execution of the institutional mission; (2) to support the administration in its implementation of the mission and assume the responsibility of hiring the chief administrator (the president); (3) to define the policies of the college; (4) to provide a funding base; (5) to urge for institutional maintenance of educational standards that will ensure its membership in the regional association of accredited schools.

Bishop, Michael L Mitchell, Chairperson of the Board
Dr. O. Jerome Green, President (Ex-Officio)
Check to make sure this list is still accurate.

EAST ARKANSAS ANNUAL CONFERENCE	Reverend James Hooper Dr. Levenis Penix Mrs. Martha Simpson Mrs. Elmarie Joens
WEST ARKANSAS ANNUAL CONFERENCE	Reverend James Giles Reverend Tom Scott Dr. Anna Burnett Graham
OKLAHOMA STATE ANNUAL CONFERENCE	Reverend Kevin Clayton Reverend Marcellus Fields Reverend Ruth Holmes Mr. Leroy Glenn Mrs. Saundra L. Lucas-Fields Rev. Harvey G. Potts, Sr.
ARKANSAS ANNUAL CONFERENCE	Presiding Elder Tyrone A. Broomfield, V. Chair Presiding Elder Reginald Cleaver Reverend Marcia Burns Mrs. Johnnie M. Branch Sister Shelia Washington Sister Deidra Iglus

AT- LARGE
Dr. Lonnie Johnson

SHORTER COLLEGE'S BIBLICAL FOUNDATION STATEMENT

Shorter College's Biblical Foundation Statement is embodied in the following "Statement of Faith."

Statement of Faith

Shorter College is an African Methodist Episcopal Church sponsored school and is shaped by the Methodist traditional understanding of sin, grace, and the possibility of full salvation for Christ-like living. Shorter College embraces the equality, dignity and worth of all persons and endeavors to be a campus community that reflects both the unity and diversity of the body of Christ.

We believe that there is but one living and true God, everlasting, without body or parts, of infinite power, wisdom, and goodness, the Maker and Preserver of all things, both visible and invisible. In unity of this Godhead, there are three persons of one substance, power, and eternity-the Father, the Son, and the Holy Spirit.

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

We believe that Christ did truly rise again from the dead and took again his body with all things appertaining to the perfection of man's nature, wherewith he ascended into heaven, and there sitteth until he returns to judge all men at the last day.

We believe in the Holy Spirit, proceeding from the Father and the Son is of substance, majesty, and glory with the Father and the Son, very and eternal God.

We believe that the Holy Scriptures containeth all things necessary to salvation; and that the Bible is the inspired word, infallible and authoritative word of God.

PHILOSOPHY OF EDUCATION

Shorter College's philosophy of education is to prepare students to live a productive life that requires

wisdom and understanding. Students are provided with tools to sort out which is wise from what is not and learning skills that can be applied to all fields of human knowledge. Students must receive education that focuses on developing sound learning skills, acquiring a broad base of knowledge and the constructing of a well-considered worldview grounded in wisdom.

ETHICAL VALUES AND STANDARDS STATEMENT

We hold the following core values, approved by the Board of Trustees and followed by college administration, faculty, staff, and students, to be the foundation of our identity as a community.

Faith

We value faith and learning as inescapably linked and that an exploration of faith and religion is essential to education.

Integrity

We value mutual respect, honor the dignity of each individual and foster a civil and ethical environment. We will be fair, honest, and ethical and assume responsibility for our actions in all dealings with and on behalf of the college. Shorter College will never knowingly mislead or deceive members of the college community, its various publics, or stakeholders. The college will practice transparency in all of its dealings. The college will represent its programs and services fairly and accurately. We value learning and a working environment that encourages and supports open sharing of information, empowerment and shared responsibility for decision-making, and a culture that emphasizes continuous improvement and growth. We believe in the sanctity of the individual in the mutually supportive community of a small college. We believe in a focus on each person as an individual with inherent worth. We will work in partnership with one another, encouraging broad participation and active engagement of all, to build a sense of shared purpose about the importance and value of the College. Shorter College is committed to the principle of academic freedom as it seeks to carry out its teaching and learning programs. Scholarly investigation is encouraged through research. Faculty, administrators, and students are responsible for upholding the high morals and ethical standards of academic honesty.

Learning

We value and encourage innovation, creativity and commitment in achieving and sustaining a quality educational environment through continuous improvement. We believe that learning is best based on open inquiry and the liberal arts. We value learning as a lifelong process and strive to adapt and be responsive to new challenges and opportunities. We will conscientiously strive for excellence in all

programs and services as well as foster a commitment to the highest standards in all areas of the College's mission.

Inclusiveness

We value others and ourselves as unique individuals and celebrate both our commonalities and differences. We promote open communication, ongoing collaboration, and the free exchange of ideas. We respect diversity and strive to reflect the communities that the College serves and to enrich our understanding and appreciation of different people, cultures, and ideas.

Service

We seek non-violent resolution of conflict and just treatment of the world's resources, both human and physical. We believe we are called to educate morally and ethically responsible citizens of a pluralistic society. To this end, we are guided by the idea of service. We value social responsibility; seek non-violent resolution to conflict and hold ourselves accountable for the efficient and effective use of the human, physical and fiscal resources entrusted to us.

THE MISSION

The Mission of Shorter College is to provide accessible, affordable, and high-quality education for students to accomplish their academic goals by offering programs that meet the learner's needs in a challenging and nurturing Christian environment.

THE VISION

The vision of Shorter College is to remain a fully accredited two-year institution and to achieve distinction as a residential Christian College that excels in providing a challenging teacher-learner environment that will create a holistic transformative individual which embodies the four C's:

- **Competency** - The ability to perform in today's society
- **Character** – To ability to develop a lifestyle of integrity
- **Citizenship** – The ability to embrace social and civic responsibility
- **Culture** – The ability to understand and operate in a diverse environment

THE STRATEGIC GOALS

GOAL 1: ACADEMIC EXCELLENCE:

Enrich academic instructional programs and student services to equip students with the knowledge, skills, and abilities to become scholastically and professionally productive in today's global society.

GOAL 2: STUDENT SERVICES:

Improve student support services that will enrich career goals, academic and co-curricular experiences.

GOAL 3: INSTITUTIONAL ADVANCEMENT AND PARTNERSHIPS:

Increase the level of external outreach to expand opportunities for working with other educational institutions, alumni, foundations, government agencies and business partners in ways that increase potential sources of funding and produce associations for mutual benefit.

GOAL 4: OPERATIONAL & RESOURCE ENHANCEMENT

Advance the institutional and environmental resources by further streamlining the college's operations where efficiencies can be gained, making optimal use of prior investments in systems, re-aligning infrastructure with evolving needs, securing protected information, and minimizing waste attributable to technology use.

GOAL 5: STUDENT ENROLLEMENT AND RECRUITMENT

Increase student enrollment and refine student recruitment strategies to recruit and retain a diverse student population.

THE OBJECTIVES

The objectives Shorter College seeks:

1. To instill within each student the realization that God is the supreme center of all reality, and that academic and life-purpose is ultimately realized only through obedience to the revealed Will of God.

2. To provide the basic communication skills and general education needed to stimulate intellectual curiosity and a continuous search for knowledge.

3. To provide both certificate and associate degree programs that prepare students for further study or opportunities for work in the job market.

4. To serve as a center to transmit and preserve African American heritage and culture.

5. To graduate students who think carefully and logically about and express with clarity their observations, experiences, and findings concerning the world in which they live, both in writing and verbally.

6. To graduate students who exhibit competency in their disciplines, character in their work with others, and compassion toward all people consistent with an education in a Christian environment.

7. To provide knowledge and basic computer skills needed to be technologically competitive.

8. To provide an opportunity for under-performing students to overcome educational deficiencies.

ADMISSION REQUIREMENTS AND PROCEDURES

Requirements for Admission

To be admitted to Shorter College as a regular student, an applicant for admission must present a high school transcript as evidence that he or she has completed the requirements for high school graduation, GED test scores, or a college transcript. Applicants who cannot meet the requirements for admission as regular students may be admitted on probation or as special students.

United States / Arkansas Residency Requirements

Arkansas In-state tuition and state residency requirements are not applicable to Shorter College as a private institution, for the purposes of financial aid, for US citizens are permanent residency.

Requirements for Admission and Class Enrollment (all this information should be updated by Enrollment Management.

Applicants for admission must submit all appropriate items listed below to the Admissions office in order to meet the requirements for admission and financial aid. Failure to submit all appropriate required information may result in the denial of admission or provisional admission status. The following items must be submitted:

1. A completed application for admission submitted by the deadline date;

2. An official high school transcript sent to Shorter College from the high school including the applicant's date of graduation;
3. An Arkansas high school diploma or a certificate of high school equivalency (GED) *[If you do not have a US high school diploma or recognized equivalent such as a GED, you must take and pass an ability to benefit (ATB) exam designated by Shorter College. The ATB exam demonstrates the student's ability to benefit from the training offered;*
4. Copy of your test score on ACT, SAT, ASSET, Compass Test or Accuplacer;
5. Immunization record (if you were born after 12/31/1956);

Immunization Record

Act 141 of 1987 requires that full-time students born on or after January 1, 1957, MUST provide the college with:

1. Immunization records dated after the first birthday against
   (a) Measles, mumps and
   (b) Rubella (MMR), or
2. An authorized waiver (religious or health reason only) signed by the appropriate official of the religious or health agency.

Immunization records can be obtained from

1. The family physician;
2. Public school records; or
3. The county health department.

NOTE: Department of Youth Services (DYS) and Second Chance Pell Participants are not required to provide immunization records.

6. Valid Photo ID;
7. Valid Social Security Number (for US Citizens); and
8. Placement Tests: Students who have been absent from college for ten years or more will be regarded as students entering college for the first time. None of the previous college work will be applied toward completion of requirements for graduation. All freshmen must take the placement test for English, Reading, and Mathematics. Students who score below the raw score will be placed in Developmental Studies. See the guidelines below for placement.

COMPASS Test Placement Guidelines

Math	Eng/Writing	Reading
▪ 44 or less – Accelerated Math ▪ 45-55 – Basic Math ▪ 56-66 – College Algebra + Tutoring ▪ 67- College Algebra	▪ Below 69 – Accelerated Engl/Writing ▪ 69-79 – Comp I + Tutoring ▪ Above 80+ - English Comp I	▪ Below 82 - Accelerated Reading

Accuplacer Test Scores
(include Ability-to-Benefit Students (ATB)
Accuplacer Test replaced COMPASS November 2016

Test Name	Remediation Required	No remediation Needed
Reading Comprehension	55-77	78+
Sentence Skills	60-82	82+ (Can be placed into English composition I)
Arithmetic	34-41	42+ Can be placed into College Algebra.
*Elementary Algebra	N/A	77+ Placement into Quantitative Literacy / Reasoning

2024 Admissions Requirements Based on Test Scores
& Accelerated Courses Update to new standards

When students do not score proficiently on the entrance exams (ACT, SAT, or Next-Generation Accuplacer), they are assigned Accelerated Courses. The Accelerated Courses in writing, reading, and math develop student's abilities, so they can succeed in college level courses. These Courses are offered from the Basic Studies Department. Below you will find the course placement based on ACT, SAT, Classic Accuplacer or Next Generation (ACC) Accuplacer Scores. All math placement is Assessed by the Quantitative Reasoning Algebra and Statistics (QRAS) computer adapted test.

WRITING
ENG 009 Accelerated English Act is ≤ 18 SAT is ≤ 379 Accuplacer is ≤ 76 Next Gen ACC is ≤ 262
ENG 1313 English Comp I Act is≥ 19 SAT is ≥ 380 Accuplacer is ≥ 77 Next Gen ACC is ≥ 263

READING
RDG 009 Enrichment Reading Act is ≤ 17 SAT is ≤ 334 Accuplacer is ≤ 77 Next Gen ACC is ≤ 261

MATH
MTH 010 Accelerated Math Act is ≥ 15-16 SAT is ≥ 330 Accuplacer is ≥ 37 in Elem Alg Next Gen ACC is < 237
MTH 1003 Basic Math Act is ≥ 17-18 SAT is ≥ 385 Accuplacer is ≥ 63 in Elem Alg
MTH 1203 College Algebra Act is ≥ 19 SAT is ≥ 460 Accuplacer is ≥ 77 in Elem Alg Next Gen ACC is ≥ 265 QRAS

Ability-to-Benefit Policy

Any student who does not have a high school diploma or GED (which will be considered Ability-to-Benefit (ATB) must take the Accuplacer Test. In order to be fully admitted to the institution, the student must have the requisite scores referenced in the table below. Ability-to-Benefit (ATB) students must meet at least the minimum scores to be fully admitted to the institution. Scores lower than the minimum will results in a denial of admissions. If minimum scores are met, the student will be placed in the respective courses according to their skill set (if students meet the requisite, they must still participate and enroll in remediation courses and a GED program). *See Ability-to-Benefit Policies and Procedure Manual for all further details regarding this policy*.

Special Admission - Early Entry Dual & Concurrent Enrollment

A high school senior who needs less than a full course load to complete graduation requirements may take one or more courses while he or she is completing high school requirements. The combined load, however, cannot exceed the equivalent of fifteen semester hours. For example, a student needing only one course to complete high school requirements is eligible to enroll in college. To be eligible for the program, a student must have a letter of recommendation from his or her high school counselor or principal. Early-entry students are classified as special students until they have completed high school. Students enrolled in this program are not eligible for financial aid under Title IV.

Transfer Policies

Admission of Transfer Students

Students transferring to Shorter College from other institutions must comply with all regulations governing admission and registration

Transfer credits from accredited institutions will be accepted by Shorter College as long as the courses represented by those credits relate to Shorter College's curriculum. Only those courses in which transferring students have earned the grade of "C" or above will be accepted. Transferable courses will not be counted in the student's GPA but will count in the student's completed credits. Transcripts with transferrable courses will reflect the grade of (CR) for credit received. The transferable credits of any student from another institution will not exceed forty-five hours. The residence policy governing students who transfer into a program at the institution states that those students must take their last fifteen (15) hours or (16) hours at Shorter College.

Students must request official transcripts from their previous institutions to be sent to the admissions office to transfer credit. Official transcripts must come from the sending institution. If the students bring in the transcript, it must be in a sealed unbroken envelope. The college determines acceptable transfer credit from other institutions based on evaluation of course's content as described in the catalog of those

institutions and in consultation with appropriate academic units at Shorter College as necessary for clarification.

Transfer credits may be received for coursework completed at nationally accredited institutions, or regionally accredited institutions. The accredited status of the institution is a major factor, but not the sole determination of the transfer decision.

Transfer of Credits from an Unaccredited College

To have courses from an unaccredited college evaluated, the student must complete the following steps:

1. An official transcript (signed and sealed) must be sent directly from the college to the Admissions Office.
2. An official transcript from the sending college as to the duration of courses must be provided. This must include how many minutes the course met each day, how many days it met each week, and how many weeks it met in each semester.
3. A catalog that has a full course description of each represented on the transcript must be provided.
4. The student must provide a syllabus for each course.
5. Please note that students transferring credits from unaccredited institutions will be required to submit ACT/SAT scores or approved secondary scores (i.e., ACCUPLACER) regardless of total number of hours transferred.
6. Nationally or regionally accredited institutions that indicate acceptance of the credits from the unaccredited college in question would be most helpful, including a statement of the conditions for acceptance – such as accepted on probation, only half of the credits, etc.

Finally, the student must validate the transfer of unaccredited courses by earning at least a 2.0 grade point average during the first 24 credit hours of study at Shorter College.

New/Returning Transfer Student

New students will apply for admission, and once they are admitted they will participate in New Student Orientation. Returning students who have not attended Shorter College for consecutive fall/spring semesters must reapply. Admitted degree seeking returning students may register with currently enrolled students, as per the academic calendar

Current Student

Continuing students – students currently enrolled – planning to transfer courses from other colleges should check with the Registrar's Office before taking any coursework.

Transfer of Developmental Coursework

Developmental coursework successfully completed at other institutions will be accepted. Other courses must be taken through Shorter College's development education.

Military Credit

Credit is reviewed on a course-by-course basis. Former military personnel may receive up to two (2) hours of physical education credit with proper documentation.

Transfer of Shorter College Credits to other Institutions

Section 1 of the Arkansas Code § 6-6-231, concerning the statewide transfer agreement, is amended to add an additional subsection to read as follows: A not-for-profit institution of higher education may participate in the statewide transfer agreement if the not-for-profit institution of higher education is: (1) accredited by a national or regional accrediting entity; (2) certified by the Arkansas Higher Education Coordinating Board; and (3) recognized by the United States Department of Education as eligible to receive Title IV financial aid funding under the Higher Education Act of 1965, Pub. L. No. 89-329. Some Arkansas Colleges and Universities may not accept Shorter College's credits prior to House Bill 1347 of the State of Arkansas 90th General Assembly.

Admission of Special and Transient Policy

Special (Unclassified, Non-Degree Seeking) Students can be admitted with submission of the application form. Students who are currently enrolled at another college or university who wish to take concurrent hours or register as summer school students must submit a transient form or a letter of good standing from the school in which they are enrolled in addition to the application form. Transient students are not eligible for financial aid.

Requirements for Advance Placement

Shorter College will honor the Advanced Placement Tests of the College Entrance Examination Board for entering freshmen who have their scores sent to the office of the Director of Admissions and Records.

International Students Admission

An international student applying for admission to Shorter College must submit complete credentials and detailed information before being considered for admission. International Student with non-immigrant visa, B, F, J, M status, will generally not be consider eligible for residency status. Requirements are as follows:

1. Application for admission;
2. Application fee of $25.00 (non-refundable);
3. Test of English as a foreign language (TOEFEL) score;
4. Secondary school transcript;
5. School certificate/General Certificate of Education in at least five relevant subjects; and
6. Affidavit of Support

Affidavit of Support

The prospective student must have the person responsible for his/her financial support officially execute the document referred to as the Affidavit of Support. **THIS DOCUMENT WILL HAVE TO BE ON FILE IN THE DIRECTOR OF ADMISSIONS AND RECORDS OFFICE BEFORE THE COLLEGE ISSUES THE I-20 FORM.**

Veterans

Students who are eligible to receive financial benefits as veterans should confer with the Admission's Office for assistance from the Veteran's Administration application.

Facsimile (FAX) Transmissions

Since the original source of documents received through a facsimile (FAX) transmission cannot always be accurately determined, the Records Office will accept academic transcripts by FAX transmission ONLY as working documents, pending the receipt of an official transcript from the sending institution.

REGISTRATION

At any time in a semester or between semesters, any person who has been admitted to the college may pre-register for the next semester. Tuition and other fees which will be due and payable at the beginning of the semester may be paid in advance. Regular registration proceedings will take place at the times indicated in the college calendars. Each student must follow the times indicated in the college calendars. Any student who registers after the end of the regular registration period for any semester will be charged a late registration fee.

GENERAL EDUCATION REQUIREMENTS

GENERAL PURPOSE AND OBJECTIVES OF GENERAL EDUCATION

General Education requirements are designed for all degree-seeking students of Shorter College. The knowledge and skills acquired by the students from taking the General Education courses enable them to address some analytical problems, make conclusive judgments, and to make rational choices in their personal and professional careers.

General Education courses are designed to provide students with a well-rounded Liberal Arts education, increase their awareness, and offer them choices to improve their quality of life and the lives of those whom they influence.

In the General Education requirements, most courses are designed to instill in students the desire to continue to learn throughout their lives and to equip them with the knowledge and skills to develop. The basic objectives of the General Education core are to enable students through individual and group applications, to acquire:

1. The ability to read, write, and speak clearly and effectively on the College level;
2. The ability to use mathematical concepts and techniques to solve problems;
3. The ability to show basic competency in assessing, processing, and presenting information through computer technologies;
4. The knowledge of the history and culture of the United States, and the development and changes of its social, political, and economic systems;
5. The ability to understand the basic principles, philosophy, and methodology of science and its influence on the society;
6. The understanding of creative ideas, works, and accomplishments of various cultures in the areas of art, music, drama, literature, philosophy, and architecture.
7. The basic understanding of various philosophical concepts and ideas of the world great philosophers, and the ability to develop the capacity to comprehend moral and ethical issues;
8. The understanding of the importance of promoting and practicing personal health and safety environments.
9. Knowledge of student campus life, academic responsibilities/rules /regulations, and career objectives and choices.

ASSESSMENT OF THE GENERAL EDUCATION CURRICULUM

The academic objectives of the General Education core and each degree program are listed in this section. The General Education core of Shorter College strives to satisfy basic requirements in the areas of communication, humanities, natural sciences, mathematics, social sciences, and computer literacy. Taking courses in these areas provides students with competencies in the following areas: reading, writing, speaking and listening, critical thinking, logical reasoning, and abstract inquiry. Students will also develop an understanding of numerical data, scientific inquiry, global issues, historical perspectives, economics, and philosophical expression of ideas. Furthermore, students will be provided with the opportunity to develop a culturally diverse value system.

DEVELOPMENTAL EDUCATION

One of Shorter's major responsibilities is to provide special services that meet the educational needs of college students who are inadequately prepared for regular college work. Among these services are: (1) individualized instruction; (2) counseling; (3) tutoring; (4) a course called College Orientation and Careers; and (5) a well-planned series of learning activities, including classroom and laboratory work, in which under-prepared students may strengthen their basic academic skills. These are the components of Shorter's Developmental Education Program.

Individualized instruction is a style of teaching that involves a one-to-one relationship between each student and his or her instructor. At Shorter, instruction is individualized in two ways: each instructor conducts in-class work sessions during which he or she will assist each student in completing particular assignments, and (2) each instructor keeps office hours during which he or she is accessible to individual students seeking to discuss assignments or other academic matters. This instructional style is beneficial to all students, but especially to the under-prepared.

Academic Advising is available to all students. Under-prepared students are urged to work closely with counselors and academic advisors in planning programs of study and in coping with personal, social, and academic difficulties.

Tutoring is a service that is available to students who have demonstrated the need for private instruction or academic assistance that the regular instructors cannot provide. Students in need of tutoring should submit requests for this service to the Dean of Student Services.

College Orientation is a course designed to help every student cope with problems of self-discovery and self-direction. Emphasis is placed on study methods and aids, personality development, philosophies of life, and career planning. The goals of the course are to (1) develop good study habits and communication skills; (2) develop desirable personality traits and sound character; (3) provide direction in career orientation; and (4) help students prepare for college work or self-development beyond the two-year liberal arts program.

The program for the development of basic skills is the only component of the developmental education program that is designed specifically for the under-prepared students.

This component consists of noncredit courses in reading, English and Mathematics. These courses are designed to accomplish two goals: (1) to provide under-prepared students with instruction on the basic skills of reading, writing, and mathematics and (2) to assist students in developing the essential academic skills to the level of competence required for successful performance in regular college.

If a student's placement tests scores or grades indicate that the student may not perform successfully in regular courses, the college requires that he or she take the developmental courses in basic skills. All freshmen students must take a battery of tests in English, reading and Mathematics.

After successful completion of the developmental program, each student must be placed in a degree program commensurate with his or her educational abilities.

The successful placement of those students is a determinant factor in their subsequent intellectual growth and maturity. The paramount importance of this process dictates that the Assessment Committee Chair and committee members develop tools and programs to achieve the highest level of academic growth of the students in the developmental courses:

1. Selecting and developing standardized tests for assessing the academic performance of students on a monthly basis.
2. Working with faculty to develop specific tests for the special situations that might arise within Shorter College environment.
3. Developing individual prescriptions to meet the needs identified in step 2.

INDIVIDUALIZED INSTRUCTION

A student who plans to graduate at the completion of the semester in which he/she is enrolled and needs 3-6 hours to complete all academic requirements for graduation, may request permission to take an Individualized Instruction Course. Individualized Instruction Courses will be held only in the event of a schedule conflict or if the course necessary for graduation is not offered that semester. To register for an Individualized Instruction Course, the student must be a candidate for graduation and have at least a 2.0 grade point average. The student must request permission from his/her academic advisor. The academic advisor must then draw up a contract, which includes the course outline and requirements, to be authorized by the chairperson of the division in which he/she is seeking a degree and the academic dean. The authorized contract must be submitted to the registrar.

SHORTER COLLEGE ADMINISTRATORS

Acting Dean of Academic & Student Affairs | Johnny D. Jones, Ed. D, Ph. D
Doctorate Education Administration and Supervision, Jackson State University
Doctorate Educational Leadership and Policy, Berne University
Courses in Educational Leadership and Policy, Idaho State University
Masters Education Leadership, Springfield College
Bachelor of Science, Health, Physical Education, Recreation and Dance

Gilbert, Demetrius, Ph. D
Associate Dean of Academic Affairs/Coordinator of Degree Programs
Doctorate, Executive Leadership and Urban Higher Education Administration, Jackson State University
Master of Arts, Guidance and Counseling, Jackson State University
Bachelor of Arts, Sociology, Jackson State University

Formon Thompson, Ed. D
Associate Dean of Student Affairs
Doctor of Education in Higher Education Administration, Northcentral University
Master of Arts in Teaching, George Mason University
Bachelor of Science in Health Education and Recreation, Mississippi Valley State University

Scott, Tabatha, Ph. D
Acting Director Institutional Research and Effectiveness
Doctorate, Executive Leadership and Urban Higher Education Administration, Jackson State University
Master of Arts, Human Resource Development, Webster University
Bachelor of Science, Social Work, Philander Smith College

CFO / Director of Fiscal Affairs | George Mackey
Bachelor of Arts, Accounting, Hendrix College

SHORTER COLLEGE 2023-2024 INSTRUCTIONAL FACULTY

Full-Time

Barber, DeErica
Master of Science, Criminal Justice, Fayetteville State University, NC
Master of Arts, Psychology, Northcentral University, AZ
Bachelor of Science, Criminal Justice, Pfeiffer University, NC
Associate of Applied Science, Criminal Justice, Stanly Community College, NC

Blanchett, Michael, Ph. D
Ph.D. Interdisciplinary Leadership, University of Central Arkansas
Masters in Business Administration and Computer Resource Management, Webster University Bachelor of Science in Management, Park College

Bush, Marilyn, Ph. D
Program Coordinator for General Studies
Doctor of Philosophy in Advanced Studies in Human Behavior, Capella University, Minneapolis, MN
Master of Science, Human Resources Development, Webster University, Saint Louis, Missouri
Bachelor of Science, Organizational Management, Philander Smith, Little Rock, AR

Egwim, Sylvester
Master of Education, Mathematics, University of Arkansas Little Rock
Master of Arts, Computer Resource Management, Webster University
Bachelor of Arts, Mathematics, Philander Smith College, Little Rock, AR

Gilbert, Demetrius, Ph. D
Associate Dean of Academic Affairs/Coordinator of Degree Programs
Doctor of Philosophy, Jackson State University, Jackson, MS
Master of Arts, Jackson State University, Jackson, MS
Bachelor of Arts, Jackson State University, Jackson, MS

Jackson, Falana
Master of Public Health, Policy and Management, Capella University, Minneapolis, MN
Bachelor of Science, Biology, University of Arkansas at Pine Bluff, Pine Bluff, AR

Daniel W. Johnson
Master of Public Administration, MPA, Arkansas State University, Jonesboro, AR
Master of Divinity, MDiv, Turner Theological Seminary, Atlanta, GA

Bachelor of Arts, BA, Political Science, Southern Arkansas University, Magnolia, AR
Doctor of Minister, United Theological Seminary, Dayton, OH

Lockhart, Kimberly, Ed. D
Doctor of Education, Ed.D., Leadership in Higher Education, Northcentral University, San Diego, CA
Master of Arts in Education: Emphasis in Higher and Postsecondary Education, Argosy University, Phoenix, AZ
Bachelor of Arts in Professional and Technical Writing, Minor: Philosophy, University of Arkansas at Little Rock, Little Rock, AR

Williams, Shayla
Master of Arts in Communication, University of Arkansas at Little Rock
Bachelor of Arts in English, University of Arkansas at Pine Bluff

Janet Anokye, Ph. D
Doctor of Philosophy in English, University of Pennsylvania
Master of Arts in Professional and Technical Writing, University of Arkansas, Little Rock
Master of Arts in Higher Education, University of Arkansas, Little Rock
Master of Science in Education Emphasis in English, Harding University
Bachelor of Arts in Linguistics and Political Science, University of Ghana

Parker, Henry
Master of Arts in Jazz Studies, University of Arkansas – Monticello
Bachelor of Arts in Music Theory and Composition, Eastern South Kentucky University

Williams, Andre
Master of Science in Kinesiology, Southern Arkansas University
Bachelor of Arts in Organizational Management Philander Smith College

Bell, Jenone
Master of Science in Secondary Education (P.E. and Health), Kansas State University
Bachelor of Science in Physical Education, California State University at San Bernardino

Fletcher, Paula, D.D.S.
Doctor of Dental Surgery, Howard University
Bachelor of Science, McNeese State University

ACADEMIC PROGRAMS

Shorter College subscribes to the philosophy that no one should be considered an educated person unless he or she is acquainted with at least the fundamentals of those academic disciplines known as the liberal arts, which include languages, literature, philosophy, mathematics, social studies, the arts, and the abstract sciences. Such studies contribute to the general development of human potentials and

constitute a foundation for a student's future academic and vocational or professional specialization. Shorter's General Education Program is designed to provide an opportunity for students to acquire an education in the liberal arts through its foundational core courses offered in the Associate of Arts degree programs.

Degree	Program	Minimum Hours for Program Completions	Maximum Hours for Program Completions
Associates of Arts	General Studies	65	77
Associates of Science	Entrepreneurship and Business Analytics	68	80
Associates of Arts	Criminal Justice	65	77
Associates of Arts	Childhood Development	68	80
Associates of Arts	Christian Leadership	69	81
Associates of Science	Computer Science	62	74

General Studies Associate Degree Program

Description of the Program

An Associate of Arts in General Studies is the most flexible of degrees. With this degree, you learn the basics of Mathematics, English, Science, History, and a wide variety of other subjects, allowing you to explore many different disciplines.

Program Learning Outcomes for General Studies (Basic Studies)

Upon successful completion of the General Studies (Basic Studies Program) the student will be able to:

1. Effectively communicate, including listening, speaking, and writing to advance academically and professionally.
2. Contribute actively and successfully to their community through the processes of analyzing, reflecting, reasoning, and forming conclusions and judgments on a variety of ideas, issues, and information.
3. Recognize and respect the impact of differing cultures, ethnic groups, and values on society and the interdependence of people around the globe.

Course Information

BIO 1004 – General Biology (including lab)

Course Descriptions: Through a series of introductory Biology lectures and integrated laboratory experiments students will be actively involved in the process of investigative techniques, methods, discoveries, and validation of the science of biology. This is a challenging, yet enlightening biological lecture

and lab course to give students a general grasp of biological functions ranging from *CELLS* and *MOLECULES* to *GENETICS* and *HEREDITY*, to *EVOLUTION* to *CLASSIFICATION* and the *DIVERSITY OF LIFE*. The students will gain the applicable and practical knowledge needed for everyday life. A broad overview of the structures and functions of the living; including introductory biological chemistry, cell structure and function, reproduction, evolution and the behavior and ecology of humans and animals will be emphasized. This is a one semester course for non-science students, {lecture and laboratory}. **Credit hours of four (4).**

Course Objectives:

1. The purpose of this course is to improve students' understanding of organizational structures for multi-paragraph essays.

2. The purpose of this course is to improve students' understanding of effective strategies for all stages of the writing process.
3. The purpose of this course is to improve students' understanding of intermediate and advanced grammar.

Course (Student) Learning Outcomes: At the end of this course students should be able to:

1. Execute basic laboratory techniques and procedures.
2. Utilize scientific methodologies for problem solving.
3. Explain the chemical and molecular basis of life.
4. Explain the relationship between photosynthesis and cell respiration.
5. Describe the process of cell reproduction.
6. Explain and describe the Mendelian and molecular genetics.
7. Develop an appreciation of the use of science in everyday life.
8. Formulate a life plan in harmony with their abilities, interests and beliefs.
9. Make observations, ask questions experimentally and by thought and make logical conclusions from the information gathered.

CPU 1001 – Basic Computers

Course Descriptions: This is a hands-on course in which you will learn to use a computer to practice the four most popular programs within the Microsoft Office Suite (Word, Excel, Access, and PowerPoint). You will learn to be an intermediate level user of the Microsoft Office Suite. Within the Microsoft Office Suite, you will use Word, Excel, Access, and PowerPoint. Microsoft Word is a word processing program with which you can create common business and personal documents. Microsoft Excel is a spreadsheet program that organizes and calculates accounting-type information. Microsoft Access is a database program that organizes large amounts of information in a useful manner. Finally, Microsoft PowerPoint is a presentation graphics program with which you can develop slides to accompany an oral presentation. **Credit hours of three (3).**

Course Objectives:

1. An objective of this course is for students to Develop employment skills in a global society.

Course (Student) Learning Outcomes: At the end of this course students should be able to:

1. Describe basic computer equipment and basic computer terminology.
2. Describe the processes involved in managing data.
3. Demonstrate basic Internet usage.
4. Demonstrate email skills.
5. Summarize computer shortcuts and tips.
6. Perform basic file operations.
7. Demonstrate how to quickly access frequently used programs.
8. Summarize steps to take when the computer is not working properly or needs repair, and

9. Demonstrate mastery of lesson content at levels of 70% or higher.

CPU 1003 – Microcomputer Applications

Course Descriptions: This course will teach students the skills of the MS Office suite of products focusing on the primary applications of Word, Excel, Access, and PowerPoint. Special treatment will be given towards integration of these skills so that students can solve problems. A basic understanding of components and terminology is expected. **Credit hours of three (3).**
Course Objectives:

1. An objective of this course is for students to obtain knowledge of the fundamentals of computers concepts by use of PowerPoint presentations.
2. An objective of this course is for students to demonstrate knowledge of the fundamentals of computers by use of formulas.
3. An objective of this course is for students to demonstrate knowledge and use of Word Processing software.

Course (Student) Learning Outcomes: At the end of this course students should be able to:

1. Utilize computer terminology commonly used with computer hardware and software to accept input, process data, and store data.
2. Explain and describe the differences between application software and system software.
3. Create word processing documents and understand word processing fundamentals.
4. Develop electronic spreadsheets to solve problems.
5. Utilize the Internet to find information for research.

ENG 009 – Accelerated Writing Skills for College

Course Descriptions: This course focuses on the writing process. Course topics include inventing, drafting, revising, and editing multi-paragraph papers. Building reading skills, using resources, developing thinking skills, and improving attitudes toward writing comprise other course topics. A learning lab is available to provide additional assistance. Eligible for "PP" grade. **Credit hours of three (3).**
Course Objectives:

1. The purpose of this course is to improve students' understanding of intermediate and advanced grammar.
2. The purpose of this course is to improve students' understanding of effective strategies for all stages of the writing process.
3. The purpose of this course is to improve students' understanding of organizational structures for multi-paragraph essays.

Course (Student) Learning Outcomes: At the end of this course students should be able to:

1. Identify and correct intermediate and advanced grammar errors such as subject verb agreement, punctuation, fragments, word usage, capitalization, and spelling.
2. Identify effective core strategies and describe the details in each stage of the writing process such as invention/planning, drafting, revising, and editing.
3. Write an argumentative essay applying the writing process and logical analysis for persuasive discourse.

ENG 1313 – English Composition I

Course Descriptions: This course is designed to help you improve your abilities to read, write, and think at a critical level. In English COMP 1, you will develop strategies to help you use writing as a tool for exploring and reflecting on your own ideas, as well as for informing and persuading your readers. You will need to develop critical reading and research techniques to support your writing and learn appropriate technologies to assist your writing. The course emphasizes writing as a rhetorical process: you will explore beneficial ways to break a writing task into smaller steps such as generating and organizing ideas, investigating your topic, creating early drafts, seeking feedback, and revising. You will also improve your ability to adapt your writing to the needs of an audience or a situation, and your ability to revise and edit your own writing. **Credit hours of three (3).**
Course Objectives:

1. The purpose of this course is to improve students' understanding of organizational structures for multi-paragraph essays.
2. The purpose of this course is to improve students' understanding of effective strategies for all stages of the writing process.
3. The purpose of this course is to improve students' understanding of intermediate and advance grammar.

Course (Student) Learning Outcomes: At the end of this course students should be able to:

1. Conduct research to appropriately respond in writing to various rhetorical situations, purposes, and audiences
2. Develop power thesis statements for compelling introductions and conclusions.
3. Develop flexible strategies for generating, outlining, revising, editing, and proof-reading
4. Apply the use of writing structure, paragraphing, tone, mechanics, syntax, grammar, and documentation (style guide usage) in the development of a final essay.

ENG 1323 – Composition II

Course Descriptions: This course will examine and concentrate on various elements of fiction: central idea, character, conflict, point of view, setting, language, and tone. Students will structure and develop at least six to seven writing assignments, varying in length from 200-1000 words (for a minimum total of 2500 words) and using either a collective or individual approach. Students are expected to demonstrate their mastery of APA style for documentation, inclusive of the use parenthetical documentation and a list of references containing at least one source other than the primary source. **Credit hours of three (3).**
Course Objectives:

1. The purpose of this course is to emphasize structural analysis of the rhetoric of short stories using the seven elements of fiction:
    - central idea
    - character
    - conflict
    - point of view
    - setting
    - language
    - tone

2. The purpose of this course is to understand and apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication.

Course (Student) Learning Outcomes: At the end of this course students should be able to:

1. Recognize and use conventional literary techniques to strengthen expository writing.
2. Recognize the ability to communicate multiple levels of meaning.
3. Illustrate in writing the relationships between themes in literature and the many facets in human experience.
4. Use conventional vocabulary used in discussing literature.
5. Generate appropriate research paper theses for college work.
6. Evaluate sources for their objectivity, relevance and timeliness.
7. Locate and use a variety of sources and document them properly.
8. Organize and use research materials in every composition.

ENG 2803 – World Literature I

Course Descriptions: World Literature gives students an overview of the literature that shaped the cultural and intellectual development of the world. Students will get a sampling of works from the ancient, medieval, and renaissance eras to experience as much of the variety of literature as practically possible. This also includes the study of movements, schools, and periods. **Credit hours of three (3).**
Course Objectives:

1. The purpose of this course is to acquaint students with various genres (lyrics, epics, prose narrative, drama, and non-secular (sacred) writings).
2. The purpose of this course is to improve students' skills in close reading of texts, including drawing inferences and understanding main ideas.
3. The purpose of this course is to acquaint students with specific literary works, terminology, techniques, and periods.
4. The purpose of this course is to explore the literary, philosophic and religious heritage of the Western world from the 17th century to the present.

Course (Student) Learning Outcomes: At the end of this course students should be able to:
1. Explain and describe significant literary and cultural developments in world civilizations.
2. Explain and describe the interaction of various literary and cultural traditions.
3. Explain and describe the enduring expressions of human thought by studying major texts of world literature, including the study of literary techniques, forms, and ideas.
4. Develop and complete a significant analytical literary research paper that is original and thought-provoking.

HES 2003 – Health and Safety

Course Descriptions: This course examines the healthy living, including fundamental biological facts and aspects of human behavior as they affect individual health. Biological, social, and behavioral risk factors of morbidity and mortality are discussed. Topics and concepts include Introduction to Personal Health; Personality and Emotional Health; Stress and Health; Personal Relationships; Human Sexuality, Contraception, and Reproduction; Communicable Diseases; Non-Communicable Diseases Cardiovascular Diseases; The Basics of Nutrition; Weight Management; Physical Activity and Health Psychoactive Drugs and Medications; Tobacco and Alcohol; Aging, Dying, and Death and Consumerism and Environmental Health. **Credit hours of three (3).**

Course Objectives:

1. The purpose of the course is to increase the students' understanding of terminology, classifications, and methods, trends regarding health and safety concepts.
2. The purpose of this course is to increase the students' learning of fundamental principles, generalizations, or theories regarding health and safety.
3. The purpose of this course is to acquaint students with the specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Course (Student) Learning Outcomes: At the end of this course students should be able to:

1. Define health according to the World Health Organization (WHO). (CF-Professional Education, Knowledge of Content)
2. Define wellness and list its components. (CF-Professional Education, Knowledge of Content)
3. Develop a plan for informed decision-making by realistically assessing your health risks. (CF-Professional Education)
4. Describe the basics of good health, which will promote desirable health and safety practices as a way of life. (CF-Professional Education)
5. Explain and describe the most preventable and most prevalent causes of disease and disability involve life choices about tobacco use, alcohol and drug abuse, and personal safety, and that each individual controls most of these health risks. (CF-Professional Education, Knowledge of Content)
6. Explain and describe modern concepts of disease prevention through the development of a solid understanding of the disease process. (CF-Professional Education, Knowledge of Content)
7. Discuss the various influences on sexuality, what components are necessary for developing healthy relationships, what happens when you respond to sexual stimuli, and how to make sound decisions regarding your sexual behavior. (CF-Social, Cultural and Human Diversities)
8. Describe the process of aging, changes that take place over time, how to prevent major health concerns as one age, and how better to deal with death. (CF-Community and Global Awareness, Quality of Life Awareness)
9. Actively participate in combating environmental problems that pose a threat to a healthy community. (CF—Community and Global Awareness)
10. Explain the decision-making process as a health care consumer when choosing health care providers, paying for health care, and using drugs as medicine. (CF-Community and Global Awareness)

HIS-1003 Arkansas History

Course Description: This course will examine the history of Arkansas from Native American Pre-history to Arkansas during Reconstruction and up to and including some present events and people. **Credit hours of three (3).**

Course Objectives

1. The purpose of this course is to acquaint students with the vast evidence of Arkansas History left in various areas of the state and Arkansas Indians.
2. The purpose of this course is to help students recognize European infiltration and their accomplishments.
3. The purpose of this course is to make students aware of and respect the contributions and influences that led to Arkansas becoming a state in the Union.
4. The purpose of this course is to help students recognize the turbulent path from territory to statehood.
5. The purpose of this course is to help students appreciate the states' past, deal with the present and plan for the future in modern day Arkansas.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Gain an understanding of Indian in Arkansas and Arkansas' history.
2. Understand the Europeans role in Arkansas's history.
3. Develop a knowledge of the contributions and influences leading to Arkansas becoming a state.
4. Create a further interest in Arkansas History.
5. Develop pride and loyalty to Arkansas History.

HIS 2003 – American History I

Course Descriptions: This course will examine the natural development of the United States. It will have the advantage of studying events in a given period in relation to each other. The course will continue to rediscover American History – its diverse people and the nation they created and nurtured. It will examine the history of American life encompassing political, constitutional, social, intellectual and economic development from the major North American civilizations in the centuries before the Europeans arrived to the present. **Credit hours of three (3).**

Course Objectives:

1. The purpose of this course is to acquaint students with the role of the National government in relation to the states and individuals.
2. The purpose of this course is to improve students' understanding regarding the development of human rights in American history.
3. The purpose of this course is to improve students' understanding of the America's unique "sense of destiny" - the rise to world leadership and global interdependence.
4. The purpose of this course is to improve students' understanding of the economic life in America; the development of the modern capitalist system.
5. The purpose of this course is to improve the students' understanding of the impact of social, religious and cultural influences on "the American character."

Course (Student) Learning Outcomes: At the end of this course students should be able to:

1. Describe and explain the many factors that led people to come to the United States both past and present.
2. Compare and contrast the advantages and disadvantages the New World had in terms of location, resources, and freedom.
3. Describe the role of outstanding people both in the past and present.
4. Explain the effect the frontier had on U.S. history.
5. Describe the issues leading up to the Civil War and how these issues further divided the nation.
6. Describe the issues leading up to secession and the dissolution of the Union.
7. Explain the period of Reconstruction for both whites and blacks and its impact for black Americans after the Civil War and during Reconstruction.
8. Compare and contrast government during the Reconstruction era and the government of today and the life of Black Americans today.

HUM 2003 – Humanities

Course Descriptions: An integrated approach to the humanities: creative ideas, works and accomplishments of various cultures from areas of art, drama, music, literature, philosophy, and architecture are presented. **Credit hours of three (3).**

Course Objectives:

1. The purpose of this course is to improve students' understanding of the development, elements, and significance of visual and performing arts.
2. The purpose of this course will acquaint students with the ideas and accomplishments of

various cultures in art, drama, literature, and philosophy.
3. The purpose of this course is to improve students' ability to analyze selected creative works.

Course (Student) Learning Outcomes: At the end of this course students should be able to:

1. Compare and contrast the relationships between humanities, different societies and culture.
2. Analyze, in writing, a variety of texts contributing to larger historical conversations, debates, and traditions and as resources for understanding and appreciating the complexities of human identity, dignity, and experience.
3. Identify methodologies of historical, literary, philosophical, and/or aesthetic research and recognize their applicability to everyday life.
4. Develop analytical arguments in written and/or oral forms.
5. Evaluate events, ideas, and artistic expressions in terms of multiple cultural contexts and value systems.
6. Explain and describe how the humanities are fundamental to the health and survival of any society.

MTH 1003 – Basic Math

Course Descriptions: This course covers concepts typically found in an accelerated mathematics curriculum with a "college algebra-ready" component. The pace is a little quicker than its lower-level counterpart but is modified to the needs of the students. The topics include Integers, Fractions, Exponents, Radicals, Order of operations, Logic and Reasoning, Graphing, and Equations. Topics covered in each subsection include addition, subtraction, multiplication, division, fractions, decimals, number concepts, equations, word problems, geometry, measurement, probability, statistics, graphs, functions, and logic. **Credit hours of three (3).**

Course Objectives:

1. The purpose of this course is to improve students' ability and understanding regarding the properties of real numbers and perform accurate arithmetic operations with numbers in various formats and number systems.
2. The purpose of this course is to improve students' abilities and understanding on how to manipulate/simplify algebraic expressions & classify/solve algebraic equations with appropriate techniques.
3. The purpose of this course is to improve students' use of elementary graphing techniques.

Course (Student) Learning Outcomes: At the end of this course students should be able to:

1. Summarize numbers and basic terminology.
2. Solve addition problems with integers.
3. Solve subtraction problems with integers.
4. Solve multiplication problems with integers.
5. Solve division problems with integers.
6. Solve fraction problems.
7. Solve decimal problems.
8. Solve percent problems,
9. Solve problems and equations using the correct order of operation
10. Solve basic level equations
11. Graph coordinates on a Cartesian Coordinate system

MTH 010 – Accelerated Basic Mathematics

Course Descriptions: This course is designed to strengthen a student's computational skills. Topics include operations with whole numbers, fractions, decimals, percent, ratios and proportions, and their practical applications. Students learn to: (1) add, subtract, multiply, divide with whole numbers, fractions, and decimals (2) solve problems involving percent; (3) solve problems involving ratios and proportions. (4) apply skills to solve simple application problems. **Credit hours of three (3).**

Course Objectives:

1. The purpose of this course is to improve students' ability and understanding regarding the properties of real numbers and perform accurate arithmetic operations with numbers in various formats and number systems.
2. The purpose of this course is to improve students' abilities and understanding on how to manipulate/simplify algebraic expressions & classify/solve algebraic equations with appropriate techniques.
3. The purpose of this course is to improve students' use of elementary graphing techniques.

Course (Student) Learning Outcomes: At the end of this course students should be able to:

1. Summarize numbers and basic terminology.
2. Solve addition problems with integers.
3. Solve subtraction problems with integers.
4. Solve multiplication problems with integers.
5. Solve division problems with integers.
6. Solve fraction problems.
7. Solve decimal problems.
8. Solve percent problems.
9. Solve problems and equations using the correct order of operation.
10. Solve basic level equations.
11. Graph coordinates on a Cartesian Coordinate system

MTH 1203 – College Algebra

Course Descriptions: The course is designed to give students an appreciation for fundamental algebraic math. This is a more intensive study of the language of algebra including rational numbers, inequalities, polynomials, factoring, and exponents, radical expressions, simplifying algebraic expressions, logarithms, complex numbers, and graphing functions. This course is designed for non-science and science majors. **Credit hours of three (3).**
Course Objectives:

1. The purpose of this course is to improve students' understanding of basic function operations and algebraic functions and the utility of graphical visualization.
2. The purpose of this course is to improve students' understanding of basic function operations and algebraic functions and the utility of graphical visualization.
3. The purpose of this course is to improve students' understanding of problem solving for basic function operations and algebraic functions.
4. The purpose of this course is to improve students' understanding of systems equations and matrices.

Course (Student) Learning Outcomes: At the end of this course students should be able to:

1. The ability to perform and solve basic function operations and algebraic problems using

appropriate vocabulary.
2. Graph polynomial and rational functions and formulate decisions and problem solving based on reasoning and analysis.
3. Use of technology to supplement and enhance conceptual understanding, visualization, and inquiry.
4. Synthesize information from a variety of sources to solve problems and interpret results.
   Functions referenced above include the following:
   - Absolute values.
   - One-variable linear and quadratic equations.
   - Graphing linear and quadratic functions.
   - One-variable linear and absolute value inequalities.
   - Complex numbers and their arithmetic operations.
   - One-variable polynomial and rational equations.
   - Graphing polynomial and rational functions.
   - Exponential and logarithmic equations and functions
   - Multi-variable systems of linear equations and inequalities.
   - System of equations and matrices

MUS 1003 – Music Appreciation

Course Descriptions: This course is an introductory survey of music including the study of elements and forms of music, selected musical works, music terminology, important musical genres, periods, and composers, and an introduction to major musical instruments. **Credit hours of three (3).**

Course Objectives:

1. The purpose of this course is to improve students' ability to critically listen to the development and enjoyment of extraordinary music.
2. The purpose of this course is to acquaint students with a variety of musical forms and formats.
3. The purpose of this course is to acquaint students with significant composers and renowned musicians.

Course (Student) Learning Outcomes: At the end of this course students should be able to:

1. Identify selected works of various composers (major and minor) from various genres and periods.
2. Analyze the role of music and musicians within historical contexts.
3. Differentiate various instruments used during history aurally and visually.
4. Utilize music terminology in written and oral form.

ORT 1001 – College Orientation I

Course Descriptions: A one-semester credit course designed to teach entering students learning and study skills needed for successful transition to college life and beyond. The course focuses on note taking, reading and study skills, examination preparation, personal and social development, and strengthening the students' problem-solving skills academically and socially. **Credit hours of one (1).**
Course Objectives:

1. The purpose of this course is to acquaint students with the campus resources to effectively develop relationships, history, purpose and traditions of the college.
2. The purpose of this course is to help students develop effective academic strategies and policies to ensure successful academic matriculation to meet timely attainment of the degree requirements.
3. The purpose of this course is to help students clarify their values and identity and articulate how these shapes their perspectives and relationships with people who are like and different from

themselves.
4. The purpose of this course is to initiate a process toward the attainment of personal and professional goals and articulate potential pathways to employability.
5. The purpose of this course is to connect students with professionals and community members for learning and career and occupation interest.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Identify and utilize campus resources and explain what resources they find are important for their personal college success.
2. Identify and utilize tips and ways to take notes and state how improving these techniques are important for college success.
3. Identify their long and short-term goals (both personal, professional and social)
4. Identify careers through Career Assessment/Questionnaires/Self Inventory Tools.
5. Discover and discuss various careers/occupations/vocations.
6. Explore various career/occupations/vocations of interest (via career assessments) and explain how their personal interest related to the occupational interest.

ORT 1002 – College Orientation II

Course Descriptions: This course focuses on developing and honing critical thinking skills for use in and out of the academic setting and may include study of logic, program definition and resolution, reasoning, plan development and execution, ethics and/ or philosophy. The class will include both applied and theoretical exercises and may focus on the individual, community, organizational, regional or global affairs. **Credit hours of one (1).**

Course Objectives:

1. The purpose of this course is to continue students' critical thinking skills and strengthen logical reasoning and plan development.
2. The purpose of this course is to continue to connect students with professionals and community members for learning and career and occupation interest.
3. The purpose of this course is to prepare students to hone on 3-4 occupational interests and a plan of execution for the attainment of these occupations.

Course (Student) Learning Outcomes: At the end of this course students should be able to: Change these courses based on the last Faculty Senate Meeting

1. Students will be able to demonstrate competence in Using logic to breakdown arguments in a clear, easy to understand manner
2. Students will be able to employ creative thinking to by-pass "roadblocks" and unlock novel Solutions.
3. Students will be able to prepare and develop a career plan and an academic plan to support the attainment of these career goals

ORT 1003 – College Orientation III

Course Descriptions: This course will introduce the students to volunteer work in public or nonprofit organizations that provide service to the community. This course helps to nurture students to engage in civic learning, responsibility, and engagement requires strategic creation of service-learning courses, which, through planned teaching, research, service, and institutional architecture, will enable students to

acquire a suite of knowledge, skills, and values necessary for them to be collectively active and -involved citizens. **Credit hours of one (1).**

Course Objectives:

1. The purpose of this course is to improve students' ability to participate and think critically about community service and volunteer interest.
2. The purpose of this course is to acquaint students to service initiatives and efforts to employ gifts, talents, and abilities to the building of local communities.
3. The purpose of this course is to help students develop personal efficacy and morals to achieve a greater public good and citizenship.

Course (Student) Learning Outcomes: At the end of this course students should be able to:

1. Students will be able to understand and develop a service project from start to finish
2. Students will be able to describe the difference between volunteer and paid labor
3. Students will be able to identify ways volunteers can help out in the community

ORT 1004 – College Orientation IV

Course Descriptions: This course is designed to aid the student in a successful exit from community college into a four-year institution of higher learning and or to the workplace. Course will focus on relating the student's natural aptitudes and strengths to an associating advance plan or study or to an appropriate career choice. The course will center on career planning and preparation. **Credit hours of one (1).**

Course Objectives:

1. The purpose of this course is to develop employment skills in a global society.
2. The purpose of this is to help students understand the necessity of a good credit report in obtaining and sustaining a steady employment track record.
3. Students will understand what potential employers want to see on a resume.
4. Students will understand the mechanics of a good employment interview (Do's and Don'ts)

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Experts will come and aid students in establishing, repairing, or maintaining good credit report.
2. Students will be aided by a professional to develop a work resume and how to answer questions on employment applications.
3. Develop a sound resume.
4. Successfully get through a mock interview

PED 1001 – Physical Education

Course Descriptions: This course helps students in the knowledge and skills of Physical Education through written and physical activities. The course will assist the student with the concepts, practical applications, and appreciations to promote lifelong learning and participation in physical activity. **Credit hours of one (1).**

Course Objectives:

1. The purpose of this course is to introduce students to health and fitness components.
2. The purpose of this course is to improve students' understanding of anatomy, basic bio

mechanical principles and terminology.
3. The purpose of this course is to acquaint students with development, fitness levels and training strategies.
4. The purpose of this course is to introduce students to the effect of nutrition, rest and other lifestyle factors that contribute to better health.

Course Learning

Apply learned fundamental skills and various training methods.

1. Assess individual levels of fitness components and empower themselves by setting and working toward realistic individual physical fitness goals.
2. Create and devise a safe, progressive, methodical, and efficient activity-based plan to enhance improvement and minimize risk of injury.
3. Identify common health and fitness myths along with trends involved with the evolving nature of physical education.

PED 1101 – Physical Education II

Course Descriptions: A continuation of PED 1001 and extends the physical development of students. This course teaches fundamentals of volleyball, basketball, tumbling stunts, and other skills and strategies. **Credit hours of one (1).**

Course Objectives:

1. The purpose of this course is to introduce students to health and fitness components.
2. The purpose of this course is to improve students' understanding of anatomy, basic bio mechanical principles and terminology.
3. The purpose of this course is to acquaint students with development, fitness levels and training strategies.
4. The purpose of this course is to introduce students to the effect of nutrition, rest and other lifestyle factors that contribute to better health.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Apply advanced health and fitness fundamental skills and various training methods.
2. Utilize physical activity as a tool to manage stress.
3. Assess individual levels of fitness towards the creation of a safe, progressive, methodical, and efficient activity-based plan to enhance improvement and minimize risk of injury.
4. Research and analyze common health and fitness myths along with trends involved with the evolving nature of physical education.

PHR 1003 – Intro to Philosophy & Religion

Course Descriptions: This course is designed to trace the evolution of the major religions of the world and to show how religion can serve as a foundation for philosophical thought. **Credit hours of three (3).**

Course Objectives:

1. The purpose of this course is to develop students' appreciation of various points of views.
2. The purpose of this course is to improve students' knowledge of central issues involving Philosophical Theology, (The Nature of Reality and Knowledge; epistemology, metaphysics, and ethics).

3. The purpose of this course is to improve students' ability to apply concepts and theories of moral philosophy.
4. The purpose of this course is to improve students' ability to read, evaluate and respond critically to intellectual material from any discipline.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Critically evaluate philosophical texts and arguments, informal and formal fallacies, and syllogisms.
2. Formulate and defend philosophical positions regarding the nature and existence of God using reasoning.
3. Identify and describe major philosophers and able to recite and explain some of their works and philosophical movements in our society.
4. Evaluate and critically analyze one's own reasoning.

PHY 1004 – Physical Science (includes lab)

Course Descriptions: This course is a general survey course of the physical sciences designed for general education. The course includes topics in physics and chemistry and may also include other physical science topics. Lab required. This is an alternative option to General Biology. This course is a part of the general education requirements and is designed for the non-science student. This is a one semester course for non-science students, {lecture and laboratory}. **Credit hours of four (4).**

Course Objectives:

1. The purpose of this course is to improve students understanding of the scientific world through scientific methods
2. The purpose of this course is to acquaint students with various theories and laws of physics.
3. The purpose of this course is to improve students' understanding of basic chemistry concept and theories.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Use scientific reasoning and scientific methods to solve problems.
2. Apply the fundamentals of Newton Laws (motion and force) and physics (energy, temperature, heat, work, electricity, and magnetism) to solve mathematical problems and equations.
3. Identify and solve fundamental atomic structures, periodicity of elements in the periodic table and the use of the mole concept

POL 2223 – US Government and Politics

Course Descriptions: This course is an introduction to the principles, structure, processes and functions of the United States federal government and other related political activities. This course also explores the structure and dynamics of American national government, providing a broad-based introduction to the ideas and institutions that shape politics in the contemporary United States. **Credit hours of three (3).**
Course Objectives:

1. The purpose of this course is to improve students' understanding of the strategies, roles, and limitations of both governmental elites and ordinary citizens, with emphasis on how they communicate and interact within the constitutional "rules of the game" to promote (or inhibit) the achievement of public goods.

2. The purpose of this course is to deepen the students' understanding of the forces that shape American government and politics.
3. The purpose of this course is to improve students' understanding of federalism, its impact on the US constitution (Articles I-VII), and the emergence of the three branches of gov't.
4. The purpose of this course is to help students gain a better understanding of how government works and impacts their daily lives and influences their ability to become more active, productive citizens.
5. The purpose of this course is to acquaint students with amendments I-X.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Explain, discuss, recognize, and/or apply knowledge of the three branches of the American government (Executive, Judicial, and Legislative).
2. Explain, discuss, recognize, and/or apply knowledge of the political parties and interest groups, campaigns and elections, and public opinion.
3. Explain, discuss, recognize, and/or apply knowledge of Civil liberties and civil rights.

PSY 2003 – General Psychology

Course Descriptions: This course is an overview of major topics in modern psychology, the scientific study of behavior and mental processes. As a first course in the discipline of psychology, it introduces some of the fundamental concepts, principles, and theories with a consideration for the complexity of human behavior. **Credit hours of three (3).**

Course Objectives:

1. The purpose of this course is to improve students' understanding of the basic concepts of psychology and its impact on mental, physical, and psychological development.
2. The purpose of this course is to acquaint students with the application of psychological knowledge in everyday life and real-world contexts.
3. The purpose of this course is to acquaint students to the theoretical underpinnings of the major areas of psychology, including cognition (thought, memory, and perception), learning, personality, social and environmental influences, development, and physiology of behavior.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Distinguish among major subfields and schools of thought and their historical backgrounds of the science of psychology.
2. Discuss and explain the role of empirical research in the field of psychology related to theory.
3. Explain and describe the processes of human development, learning, critical thinking and memory.
4. Explain and describe the various psychological disorders and their respective treatments.
5. Explain, describe, discuss the historical and contemporary perspectives in psychology.
6. Explain, describe and discuss the cognitive, biological, and social/cultural influences of behavior

RDG 009 – Accelerated Reading

Course Descriptions: This course promotes college readiness by preparing students to read at a college level. This course helps students develop vocabulary and general comprehension skills, as well as the competencies and strategies needed to effectively read college-level texts and materials. A learning lab is available to provide additional assistance. Eligible for "PP" grade. **Credit hours of three (3).**

Course Objectives:

1. The purpose of this course is to improve students' understanding and knowledge of reading and its significance to their life.
2. The purpose of this course is to improve students' reading comprehension and speed, by acquainting students with vocabulary in context and comprehension strategies and vocabulary enrichment in order to accommodate college-level reading assignments.
3. The purpose of this course is to improve students' understanding of the author's use of facts and opinions in a body of written works.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Identify main ideas and distinguish between major and minor details in a paragraph.
2. Identify and select reading strategies most appropriate to the purpose and text.
3. Identify context clues to determine and derive the meaning of words and use strategies from a resource bank when encountering new vocabulary.
4. Identify logical inferences and conclusions based upon evidence provided in a paragraph.
5. Distinguish between facts, opinions and detect author's bias and determine whether an argument is logical, relevant, and adequate based on the evidence provided in a passage

SOC 1003 – Intro to Sociology

Course Descriptions: This is an introduction to the principles and methods of scientific study of human natural social behavior, social organization, institutions, social process, social structures, and collective behavior. **Credit hours of three (3).**
Course Objectives:

1. The purpose of this course is to improve students' understanding of the major methods and concepts used in the systematic study of society.
2. The purpose of this course is to acquaint students with the various social structures in societies and methods and degrees of social stratification.
3. The purpose of this course is to improve students' understanding of the processes of socialization, and how socialization operates in different societies and cultures.
4. The purpose of this course is to acquaint students with the tools of analysis and methods of sociology that are applicable to work and involvement in their community.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Define theory and describe and illustrate its role in building sociological knowledge.
2. Compare basic theoretical orientations in reference to social phenomena.
3. Describe how sociology differs from and is similar to other social sciences and give examples of these differences and similarities.
4. To explain and describe the basic concepts in sociology and their fundamental theoretical interrelations, and define the interrelationships and relevance of the following:
    - Culture

- Social change
- Socialization
- Stratification
- Social structure
- Institutions
- Social differentiation by race/ethnicity, gender, sexuality, age, and class.

SPAN 2311 – Spanish I

Course Description: This course provides a review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. Independent laboratory work is required in addition to class sessions. **Credit hours of three (3).**

Course Objectives:

1. Actively communicate in Spanish, making spontaneous use of structures and vocabulary studied.
2. Demonstrate an appreciation of contemporary Spanish culture through written and aural class work.
3. Demonstrate spoken Spanish in everyday contexts through responding to simple basic questions.
4. Illustrate reading comprehension through answering relevant questions on uncomplicated selections.
5. Use elements of beginning grammar through short listening, spoken, and written exercises.
6. Write simple sentences within the context of what has been studied.
7.

SPAN-2313 – Spanish II

Course Description: This course provides a continuation of SPAN 2311. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. Independent laboratory work is required in addition to class sessions. **Credit hours of three (3).**

Course Objectives:

1. Actively communicate in Spanish, making spontaneous use of new structures and vocabulary studied.
2. Demonstrate an appreciation of contemporary Spanish culture through written and aural class work.
3. Demonstrate spoken Spanish in everyday contexts through responding to increasingly complex questions.

4. Illustrate reading comprehension through answering relevant questions on more complex selections.

5. Use elements of additional grammar through longer listening, spoken, and written exercises.

6. Write more complex sentences within the context of what has been studied.

SPC 1203 – Speech Communication

Course Descriptions: This course is designed to provide students with an opportunity to develop effective public speaking skills, to participate in-group discussions, and to improve their general communication skills. **Credit hours of three (3).**

Course Objectives:

1. The purpose of this course is to improve students' knowledge of communication theories (public, interpersonal, small group, etc.).
2. The purpose of this course is to improve students' critical thinking skills through the assessment speech content.
3. The purpose of this course is to acquaint students with effective speech preparation strategies for different speech types for diverse audiences.
4. The purpose of this course is to develop students' confidence through the speech planning process (verbal/written) and (non-verbal/delivery).

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Prepare and deliver an audience-centered and extemporaneously informative and persuasive speech in a purposeful, well-researched, and cohesive sequence, apply the elements of the various communication contexts (specifically public communication).
2. Organize a full-sentence, audience centered, informative and persuasive speech outline on a well-researched topic.
3. Provide their peers with immediate constructive feedback, utilizing effectively listening and assessment skills of delivery and content.

Criminal Justice Associate Degree Program

The Associate of Arts in Criminal Justice provides general academic courses and electives which enable students to transfer who intend to major in Criminal Justice through these credits to a college or university which offers baccalaureate degrees in Criminal Justice. The mission is to provide a high-quality Associate of Arts program in Criminal Justice that produces students with fundamental knowledge of the Criminal Justice system's core areas (law enforcement, courts, and corrections). The Associate of Arts in Criminal Justice provides general academic courses and electives which enable students who intend to major in Criminal Justice to transfer these credits to a college or university which offers baccalaureate degrees in criminal justice. It also prepares graduates for employment in criminal justice fields such as law enforcement, corrections, and juvenile justice, in both public and private sectors. This degree also increases an applicant a chance of going on entry-level professional positions at agencies over an individual without a degree. The program includes five specific courses. Students may also add an additional 3 to 6 credit hours of course work from the "Recommended Electives," which may be transferred by agreement to the college or university, or which may be required by the receiving college/university.

Program Learning Outcomes

Upon successful completion of the criminal justice program the student will be able to:

1. Define the foundational principles of low enforcement, corrections, juvenile justice and other aspects of the American criminal justice system.

2. Utilize practical skills in conducting criminal investigations, security checks, traffic control, and other law enforcement and security related activities.

3. Write criminal reports of a professional caliber and communicate professionally and effectively with other criminal justice and legal professionals, criminals, and members of the public at large.

4. Protect and serve the public while recognizing and respecting constitutional procedures and administrative practices.

5. Distinguish various career paths and positions available in traditional criminal justice workforce.

6. Identify and apply ethical considerations that are intrinsic components of the criminal justice system.

Course Information

CRJ 1301 – Introduction to Criminal Justice

Course Descriptions: History, philosophy, and ethical considerations of Criminal Justice; the nature and impact of crime; and an overview of the criminal justice system, including law enforcement, court procedures, and corrections. **Credit hours of three (3).**

Course Objectives:

1. The purpose of this course is to improve the students' understanding of the basic organization of each of the major elements of the Criminal Justice System.
2. The purpose of this course is to create an awareness of the challenges of the law enforcement, judiciary and corrections elements in today's world.
3. The purpose of this course is to examine the operations of various systems. ·To examine the pathway which an individual follows from first arrest to incarceration.
4. The purpose of this course is to improve the students' understanding and appreciation regarding the history, philosophy, and ethical considerations of policing.
5. The purpose of this course is to improve the students' understanding and appreciation regarding the specific roles and inter-relationships of the various components within the Criminal Justice System.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Describe and identify significant historical events that have influenced current trends in policing.
2. Describe the origin and the evaluation of policing in Arkansas.
3. Describe various philosophical, ethical, and administrative challenges of the criminal justice field.
4. Outline the structure and role of the Criminal Justice System.
5. Explain how the three components of the Criminal Justice System directly impact each other.
6. Compare and contrast the similarities and differences between civil and criminal law.
7. Identify the civil/criminal courts and their jurisdictions.

CRJ 2340 – Court Systems and Practices

Course Descriptions: Study of the judiciary in the American court system; prosecution; rights to counsel; pretrial releases, grand juries; adjudication process and procedures. **Credit hours of three (3).**

Course Objectives:

1. The purpose of this course is to improve students' understanding and working knowledge of the general duties and responsibilities of the code for officers.
2. The purpose of this course is to improve students' understanding and working knowledge of the courts and their criminal jurisdictions.
3. The purpose of this course is to improve students' understanding and working knowledge of the procedures to be followed in the prevention and suppression of offenses.
4. The purpose of this course is to acquaint students with the basic knowledge of the time limitations relating to felonies and misdemeanors.
5. The purpose of this course is to acquaint students with the basic knowledge of the requirements and procedures for arrests without and with a warrant of arrest, search warrant.
6. The purpose of this course is to improve students' understanding of pre-trial court procedures as they relate to criminal offenses.
7. The purpose of this course is to acquaint students with the legal issues pertaining to family violence.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Define the functions and roles of all major components (police, courts, and corrections) of the U.S. Criminal Justice System.
2. Identify the following: Jurisdiction of the Courts of Appeals, Jurisdiction of the District Courts and Jurisdiction of Count, Justice & Municipal Courts
3. Describe procedures in the following: Family violence prevention by officers; peace officers when informed of threats of injury or death to persons or damage to property, or others.
4. Identify limitations relating to felony offenses, misdemeanors offenses, and aggravated offenses, attempt, conspiracy, solicitation, and organized criminal activity.
5. Define indictment, information, subpoena and ducertecum terms and identify the reason for insurance of subpoena and explain the bail procedure.
6. Explain the elements of the law pertaining to family violence, the application procedure for a protective order
7. Define family violence terms, and discuss what a protective order is, what it means, and consequences of violation, and discuss the recommended steps in handling domestic disturbances or other calls involving Temporary Ex Parte Protective Orders and Protective Orders.

CRJ 2310 – Fundamentals of Criminal Law

Course Descriptions: Study of Criminal Law, its philosophical and historical developments, major definitions, and concepts, classifications and elements of crime and penalties will be discussed and Arkansas statutes will be used as illustrations. **Credit hours of three (3).**

Course Objectives:

1. The purpose of this course is to improve students' understanding and will be able to identify the elements of offenses in the Arkansas Penal Code.

2. The purpose of this course is to improve students' basic understanding of respect for and actual application of the legal authorities pertaining to the rights of citizens regarding the use of force and means which officers can utilize to de-escalate potential violence.
3. The purpose of this course is to improve students' understanding of the concepts regarding the use of force and alternatives available to peace officers.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Identify the elements of offenses against the person as they relate to sexual offenses, assaultive offenses, offenses against the family, against property, as they relate to arson, criminal mischief and other property damage or destruction; against property as they relate to robbery, burglary, and criminal trespass, property as they relate to theft and fraud; against public administrations as they relate to bribery and correct influences, perjury and other falsification, obstruction of governance operations and abuse of officers.
2. Define and discuss use of force, custody, deadly force, necessary force, and escape.
3. List and explain the legal authorities for the use of force and describe psychological aspects of the use of force as well as the possible consequences that may arise from improper or excessive use of force.
4. Identify principal considerations in applying a force continuum, various aspects of communication strategies used when dealing with the public, elements that an officer must recognize and control in every encounter; and utilize some typical procedures that are followed an officer is involved in a shooting.

CRJ 2313 – Juvenile Justice Systems and Practices *

Course Descriptions: A comprehensive survey of all facets of the juvenile justice systems and practices starts with the origins of the juvenile system and examine theories of delinquency, and reviews juvenile courts, prosecution, juvenile rights and corrections. Jurisdiction, treatment, and juvenile court proceedings in juvenile justice discussing making are emphasized. In addition, students will look at child abuse and neglect and how the system is designed to deal with these serious issues. **Credit hours of three (3).**

Course Objectives:

1. The purpose of this course is to acquaint students' understanding of the statutory authority and requirements for conducting investigations involving juveniles.
2. The purpose of this course is to acquaint students to statutory authority and requirements for conducting investigations involving missing children, and missing persons.
3. The purpose of this course is to acquaint student to the juvenile issues and cases.
4. The purpose of this course is to acquaint students to the dynamics of family violence, the legal issues and the procedures for responding to family violence.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Identify the purpose of Title III, Juvenile Justice Code, as it relates to juvenile investigations; also identify the legal requirements pertaining to a waiver or rights and requirements for admissibility of statements given by Arkansas Family Code, the legal requirements on places and conditions of detention for taking a child into custody, for release or delivery to court, for disposition without referral, for investigation of reports of child abuse or neglect and other areas.
2. Define specific terms that relate to juvenile proceedings.
3. List the legal definitions for a missing person or a missing child and discuss the function of the State Missing Person Clearinghouse, required report forms and records are confidential using the Arkansas Missing Persons and Missing Children's Act.

4. List and describe the steps taken in a missing child investigation and the proper steps to activate the statewide (if appropriate) Alert System.
5. Define specific terms that relate to juvenile proceedings.
6. Identify and describe the influences that may affect an adolescent's encounter with the police and problems typically associated with juvenile gang activities.
7. Discuss how victims can be affected by family violence, the type of abuse often occurring in the family violence incidents and procedures for conducting preliminary investigations.
8. Identify and describe common characteristics of family violence offenders, the cycle of abuse phases and the resources and services used in family violence incidents.
9. Identify and describe offenses and statues that refer to family violence and define family violence terms related to Title III of the Family Code Protective Orders and Family Violence and explain the application procedures for a protective order.
10. Discuss Protective Order, its consequences of violation and the recommended steps in handling a family violence calls.
11. Identify and describe the legal requirements for investigation of child abuse and neglect, legal requirements relating to medical treatment and medical examinations of a child; legal requirements for taking possession of a child in an emergency and legal requirement relating to communication between law enforcement authorities and school officials.

CRJ 2314 – Criminal Investigations

Course Descriptions: An extensive examination of the investigation, the investigation, the investigative method, note taking and reporting, crime scene focus, interviewing, the sources of information, special investigation, investigation in court, and the future of criminal investigation. **Credit hours of three (3).**

Course Objectives:

1. The purpose of this course is to acquaint students to the process relating to inquests of Dead Bodies
2. The purpose of this course is to acquaint students to the process relating to the Sex Offender Registration Program.
3. The purpose of this course is to acquaint students to narcotic investigation techniques and procedures.
4. The purpose of this course is to increase students' understanding of critical thinking and problem-solving abilities, through the use of different models including SARA and Crime Triangular.
5. The purpose of this course is to acquaint students to the psychological, social, and economic impact of crime on the victims.
6. The purpose of this course is to acquaint students to the statutory responsibilities relating to victims' rights.
7. The purpose of this course is to acquaint students to the goals and objectives of criminal investigation.
8. The purpose of this course is to acquaint students with the crimes against property and persons and characteristics of those crimes.
9. The purpose of this course is to enhance students' understanding and working knowledge of basic preliminary investigatory procedures associated with various crimes.
10. The purpose of this course is to enhance students' understanding and working knowledge of forensic procedures and terminology related to homicide investigations.
11. The purpose of this course is to enhance students' understanding and working knowledge of laboratory and other procedures of value in the criminal investigative process.
12. The purpose of this course is to enhance students' understanding and working knowledge of the components of interviewing complaints/witnesses, victims and suspects.
13. The purpose of this course is to enhance students' understanding and working knowledge of the

officer's responsibility in the booking process.
14. The purpose of this course is to enhance students' understanding and working knowledge characteristics of an effective courtroom witness.
15. The purpose of this course is to acquaint students with the case management process.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Identify requirements for an inquest.
2. Identify requirements for Sex Offenders.
3. Identify procedures for qualifying and utilize informants in conducting investigations related to controlled substance and dangerous drugs violations; methods for conducting surveillance or a suspected drug violation; equipment and its importance when conducting investigative lab investigations; the common places of concealment of controlled substances and dangerous drugs on or in person's places, and things.
4. Define the various forms of investigations and describe the legal requirements for constructing and conducting interviews for all investigations.
5. Discuss the incidence of drug interdiction and common characteristics of drug smugglers and their vehicles.
6. Identify methods of identifying suspected controlled substance and dangerous drugs.
7. Identify the essential aspects of critical thinking, the four typical reasons for errors in reasoning, and methods of good problem solvers (Problem – Orientated Policing Agency)
8. Discuss and explain the Triangle and the ripple effect of crime victimization, and the potential for secondary victimization by the criminal justice system and how to avoid it.
9. Discuss the elements of a crisis reaction.
10. Identify the element of an appropriate death modification.
11. Explain and identify the legal basis of law enforcement responsibilities relating to victims' rights; crime victim liaison and clients and the value to law enforcement of effective assistance to victims.
12. Define reasonable doubt and discuss its significance in criminal cases
13. Discuss various types of property offenses and characteristics of these types of crimes.
14. Identify the following: what is meant by the term "gray market vehicle", the term "salvage switch" and recognize how it works; some common problems of dealership inventory control; some problems with car rental agency (civil vs. criminal violations).
15. Identify the various types of offenses against persons and the characteristics of these types of crimes.
16. Define autopsy and discuss the values in homicide investigations.
17. Identify typical laboratory and other procedures useful in furthering criminal investigations.
18. List reasons for search during booking procedures.
19. Describe the proper manner of detailed recording and securing of prisoner's property and describe the proper procedure to record all necessary booking data on a prisoner and vehicle informed information.
20. Identify the process by which stolen and wanted information may be retrieved and others.
21. Identify the benefits of professional courtroom demeanor and appearance.
22. Explain the steps used to refresh memory in preparation for testimony.
23. Demonstrate proper demeanor when called to testify; demonstrate responses to questions within the limits of known information rather than speculate and demonstrate the ability to testify effectively and to critique the testimony of others.
24. List reasons for case management.
25. Discuss the value of a properly prepared case folder.
26. Identify the type of documenting information included in a case folder and in a prosecution summary.
27. Identify the necessity of properly prepared case files.

CRJ 2328 – Police Systems and Practices

Course Descriptions: The police profession, organization of the enforcement systems, the police role, police discretion, ethics, police-community interaction, current and future issues. **Credit hours of three (3).**

Course Objectives:

1. The purpose of this course is to acquaint students to the methods of patrol function and preparation.
2. The purpose of this course is to enhance students' understanding of the hazards that a peace officer may encounter when on patrol.
3. The purpose of this course is to acquaint students with an understanding of the various concepts and different techniques of patrol.
4. The purpose of this course is to enhance students' knowledge of the opportunities available through effective public service.
5. The purpose of this course is to acquaint students to the value of the crime prevention activities.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. List and describe the patrol functions.
2. Identify and describe the methods of mental and physical preparation.
3. Identify and describe basic safety and awareness tactics.
4. Identify and describe the various kinds of hazards encountered while on patrol.
5. Identify and describe the two types of problem area patrol.
6. Discuss the various patrol methods and compare and contrast the advantages and disadvantages of the different patrol modes.
7. Describe effective observation skills.
8. List and define goals of public service and the consequences of public service.
9. Identify different methods designed to enhance public service.
10. Identify community resources that can be used for assistance in emergencies.
11. Define the role of law enforcement in providing crime prevention services to the public.
12. Identify methods to gain citizen involvement in crime prevention.
13. List the elements of a crime prevention program

CRJ 2330 - Correctional Systems and Practice

Course Description: This course builds upon the Fundamentals of Criminal Law course by providing in-depth analyses of America's correctional system at the federal, state, and local levels. This course introduces the concepts of corrections in the criminal justice system, organization of correctional systems, the correctional role; institutional operations; alternatives to institutionalization; treatment and rehabilitation, current issues, and the future of correctional systems.

Course Objectives

1. To expose and teach students the history of corrections and how it has evolved over the centuries,
2. To expose and teach students about the levels and purposes of detention and incarceration and the social services available to inmates; and,
3. To teach students about the various populations found within jails, juvenile detention centers, and prisons.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Secure a job as a detention officer.
2. Identify the various responsibilities and services found within corrections.
3. Utilize the vital concepts which impact how the corrections field can effectively utilize the

student's critical-thinking and problem-solving skills.
4. Identify and utilize the elements of post-conviction activities.

Childhood Development Associate Degree Program

An Associate of Arts in Childhood Development includes general education requirements and recommended curriculum courses. The program is recommended for students planning studies or careers in teaching or managing in an early childhood care setting. The Child Development program seeks to provide students with a well-rounded, general quality education in order to perform professionally with the knowledge and professional skills needed to work effectively with young children and families. A newly renovated Early Childhood Center is used for developing skills in working with children and their families. Associate Degree graduates will be able to transfer to Baccalaureate Degree Institutions with programs in Early Child Development, and other related areas. Graduates may be employed in private and not-for-profit early care programs such as childcare, as teachers in pre-K programs, administrators in Child Care programs, professionals in before and after school programs, or as aids in public school systems. This program provides the basic initial courses of study for young children birth to age five, the most formative time in a human's life as confirmed by years of research. In addition, students anticipating transfer to a four-year institution will need to check with the four-year institution for the transferability of courses in this program. General education courses are transferable. However, all hours in the child development concentration may not transfer.

Upon successful completion of the childhood development programs the student will be able to:

1. Use knowledge of childhood development and relations with children and family to understand children as individuals and plan for their unique development by organizing environments which facilitates each child's physical, intellectual, linguistic, cognitive, social and emotional growth and learning.

2. Design and implement developmentally, appropriate learning experiences using a variety of methods and materials to promote each child's development, social corporation and meaningful learning.
3. Work with parents, families, and community leaders to support growth and development of children by engaging each child in meaningful learning experiences in early care and education programs at home with family and within the community.

4. Observe children in various settings and knowing the stress and weakness of various assessment methods, be able to formulate general information about children in order to help them in their own work with the children, families and communities.

5. Analyze and evaluate his/her own strengths in working with children by reflecting on best practices, feedback from faculty members who serve as supervisor for field/observation experiences.

Course Information

PSY 1013 - Child Growth and Development

Course Description: Child growth and development is a study of the physical, emotional, social and cognitive factors of growth and development of children from birth through adolescence. Topics covered include principles, stages and theories of growth and development. **Credit hours of three (3).**
Course Objectives:

1. The purpose of the course is to acquaint students to the developmental principles and theories, observation techniques and recognition of growth and developmental patterns.
2. The purpose of the course is to acquaint students to the reciprocal relationship among individuals, the family and society.
3. The purpose of this course is to provide students with a foundational understanding for parenting or careers in working with children.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Analyze major developmental stages, milestones, and processes for children from conception through adolescence in the areas of physical, social, emotional, cognitive, and language development.
2. Identify how cultural, economic, political, and historical contexts influence children's development.
3. Explain how various theoretical frameworks relate to the study of human development.
4. Apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies.
5. Differentiate characteristics of typical and atypical development at various stages.
6. Explain the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development.

CHD 1123 – Parenting Education

Course Description: This survey course provides an overview of early childhood care and education including historical and cultural perspectives, organization, structure, programming, and evidence-based practices. Professional and evidence-based practices of highly qualified early childhood educators are outlined with an emphasis on their ability to enhance development and learning. **Credit hours of three (3).**

Course Objectives:

1. The purpose of this course is to acquaint students with current trends and issues in the field of early childhood education.
2. The purpose of this course is to enhance the students' understanding of laws, rules and ethical responsibilities, reflecting on the impact of personal culture and biases on philosophies and identifying paths for professional growth and improvement.
3. The purpose of the course is to enhance students' understanding of relationships in young children's lives and the benefits, barriers, skills, and data needed to develop culturally competent, collaborative partnerships, and teams with children, families, other professionals, and organizations.
4. The purpose of this course is to heighten students' awareness of cultural diversity and its implications for early childhood programs.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Analyze critical, current trends and issues in the early childhood field as they reflect the philosophical, theoretical, and historical roots of early childhood education, emphasizing the impact of the dominant culture, and the influence of other diverse cultural groups.
2. Compare and contrast funding sources, organizational structure, program practices and legal requirements, and policies for diverse early childhood settings and programs.
3. Identify evidence-based practices, curriculum, environments, teaching models, and technologies that support the development and learning of each young child, including those of diverse abilities.

4. Discuss state and federal rules standards, guidelines, and regulations, including health and safety regulations, as they impact diverse early childhood programs.
5. Explain and describe the growth and development of a child from birth through the age of eight in physical, social, emotional, and cognitive areas for the purposes of: identifying typical and atypical behaviors and developmental patterns; and creating an environment that meets the individual needs of all children with disabilities and special abilities.
6. Discuss the evaluating, monitoring, and reporting progress.
7. Discuss and describe the techniques to guide children's social development and techniques to establish positive relationships with parents.

CHD 2143 – Emergent Literacy for Childhood Development

Course Description: This course focuses on early identification of various disabilities and development lags and provides reading remediation activities to foster social, emotional and cognitive development in young children. **Credit hours of three (3).**

Course Objectives:

1. The purpose of this course is to acquaint students with the theories and applications regarding reading and literacy in children.

2. The purpose of this course is to improve students' understanding of literacy for children and prepare students develop and design "print rich" environments to engage in real life and meaningful literacy experiences.
3. The purpose of this course is to acquaint students with the process of evaluating information resources for reliability and validity.
4. The purpose of this course is to enhance students' understanding of cultural influences on literacy development.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Describe the visual development of the preschool child and plan appropriate activities to enhance visual development.
2. Describe auditory development of the preschool child and plan appropriate activities to enhance auditory development.
3. Identify pre-writing skills needed to preschool age children to develop visual-motor coordination.
4. Plan appropriate activities to enhance visual-motor coordination.
5. Describe the teacher's role in developing early literacy.
6. Evaluate children for early literacy skills.

CHD 2133 - Infant and Toddler with Practicum

Course Description: The course is to provide an in-depth overview of the infant/toddler period, with 15 clock hours of practicum experiences. Specific attention is given to preparing students to provide age and stage appropriate care, stimulation, and education for infants and toddlers in a group setting. **Credit hours of three (3).**

Course Objectives:

1. The purpose of this course is to acquaint students with the various concepts and theories in the study of motor development.
2. The purpose of this course is to enhance students' understanding of the common problems associated with the study of motor development.

3. The purpose of this course is to acquaint students with a variety of theoretical models of motor and human development.
4. The purpose of this course is to develop observational skills to identify areas of learning, movement, perceptual and sensory difficulties in children.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Evaluate the physical, social, emotional, and cognitive growth of infants and toddlers using the developmental profile listed in Appendix A in the text.

2. Identify five each of physical, cognitive, social, and emotional skills in infants and toddlers and how to facilitate the development of these skills.

3. Assess and analyze development in infants and toddlers by use of direct observational techniques.

4. Identify, describe, and present three activities each which enhance development of infants and toddlers physically, socially, emotionally, and cognitively.

5. Evaluate an infant/toddler program using the Infant/Toddler Environment Rating Scale Revised Edition (ITERS-R).

6. Identify and execute the three A's in caring for infants and toddlers in a group setting.

CHD 2153 - Cognitive Activities for Children
(Math, Science, and Social Studies)

Course Description: This course provides students with opportunities to develop observation skills and problem-solving techniques and to plan and implement developmentally appropriate activities for young children that will enhance creativity and develop concepts in math, science, and social studies. **Credit hours of three (3).**

Course Objectives:

1. The purpose of this course is to acquaint students of young children's characteristics and needs.
2. The purpose of this course is to acquaint students to the multiple influences of development and learning.
3. The purpose of this course is to prepare students on creating healthy, respectful supportive and challenging learning environments.
4. The purpose of this course is to acquaint students of central concepts inquiry tools, and structures of content areas or academic disciplines.
5. The purpose of this course is to prepare students to use observations, documentation and other appropriate assessment tools.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Summarize the sequential development to the acquisition of math, science, and social studies concepts.
2. Outline appropriate science, math, and social studies concepts.
3. Describe how the development of mathematical concepts promotes children's thinking skills.
4. Explain how to promote children's cognitive development and understanding of their world through active exploration of science concepts and processes.
5. Compare and contrast theories of cognitive development as they relate to math, science and

social studies.
6. Compare and contrast gender differences and similarities in the acquisition of math, science and social studies.

CHD 2173 - Management of Early Childhood Ctr.

Course Description: This course provides methods of organizing and operating an early childhood program. Topics include licensing regulation, funding sources, budgetary considerations, employment procedures, and accreditation procedures, record keeping evaluation, community resources, equipment needs and selections.

Course Objectives

1. A purpose of the course is to ensure that students have the opportunity to know all municipal and State licensing requirements for operation of early childhood programs.
2. The purpose of the course is to review funding and financial management issues for development and operation of early childhood programs.
3. The purpose of the course is to orientate students to steps and procedures for developing the physical plant for a quality early childhood program.
4. The purpose of the course is to assist students with becoming aware of research-based ideals for developing quality, developmentally appropriate programs.
5. The purpose of the course is to explore with students' ways to work effectively with families and the community for developmental benefits to young children.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Students will develop and demonstrate a working knowledge of State licensing requirements and process to establishing a licensed childcare program.
2. Students will be able to communicate a working knowledge of the critical areas outside of government requirements for operation of a successful and quality early childhood program.

CHD 1203 -Environment of Young Children

Course Description: This course is designed to provide the student with a broad knowledge base on how to design a program for children developing both typically and atypically. The course provides the opportunity to plan environments that are physically and emotionally secure. Students plan and implement activities that are age, stage, and culturally appropriate for children birth to five. **Credit hours of three (3).**

Course Objectives:

1. The purpose of this course will acquaint students to the basic physical, mental health, nutritional, and safety needs that influence the growth and development of each young child are met through environmental and curricular policies and procedures.

2. The purpose of this course is to acquaint equip students with the skills for consistently implementing and evaluating research-based basic health, safety, and nutritional practices and articulate strategies for helping children practice safe behaviors through daily routines and activities.
3. The purpose of this course is to equip students with the skills of computation and record keeping as they apply to nutrition, health, and safety.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Explain and identify ways to maintain a safe environment including identifying hazards and risks; conducting regular health and safety assessments consistent with regulations and quality

standards; and taking corrective action when necessary.
2. Explain ways to plan culturally responsive, nutritionally sound meals and identify strategies supportive of collaboration with families and health professionals in meeting children's individual health and nutritional needs.
3. Describe effective health and immunization record-keeping systems.
4. Identify and describe necessary screening and referral procedures to assess children's developmental and health status.

CHD 2145 - The Special Needs Child

Course Description: This course is a study of the history, theories, inclusive practices, strategies, and characteristics and developmental needs of the exceptional child in the home, school and community. **Credit hours of three (3).**
Course Objectives:

1. The purpose of this course is to acquaint students of the theories and concepts about the development of children with special needs and disabilities (i.e., patterns of growth) and it impact to children's self-esteem, educational performance, and social interactions.
2. The purpose of this course is to acquaint students to the identification of children with special needs and disabilities.
3. The purpose of this course is to acquaint students to the various intervention methods and strategies to create healthy learning environments for children with special needs and disabilities.
4. The purpose of this course is to acquaint student to the federal, state and local disability rights legislation, anti-discrimination laws and the history of specialized education

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Identify federal, state, and local disability rights legislation, anti-discrimination laws and the history of specialized education and Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.
2. Describe how various disabilities affect patterns of growth and development and identify the cause and characteristics of basic disabilities as they affect children and adolescents, ages, birth through 21.
3. Describe methods of early identification, diagnosis, and assessment of children with special needs.
4. Design and implement curriculum strategies based on children's individualized needs in inclusive and natural environments.
5. Advocate for effective partnerships with families, interdisciplinary team members, and community resource specialists.

CHD 2163 - Utilizing Family and Community Resources (with Practicum)

Course Description: This course offers techniques and suggestions for teachers, parents, and community agencies to collaborate and unite to enhance the learning of children from various cultural and ethnic backgrounds. **Credit hours of three (3).**

Course Objectives:

1. The purpose of this course is to provide students with the opportunity to demonstrate legal and ethical behavior safety practices, interpersonal and teamwork skills, and appropriate within and verbal communication skills using the terminology of the discipline and the business/industry

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Apply theory, concepts, and skills involving specialized materials, tools, equipment, procedures,

regulations, laws, and interactions within and among political economic, environmental, social, and legal systems associated with the occupation and the business/industry.
2. Apply ethics and confidentiality in the practicum setting.
3. Work within established schedules in the early childhood classroom to implement activities in a timely manner.
4. Exhibit responsibility and professionalism through promptness and regular attendance.

CHD 2803 - Infant and Toddler Curriculum

Course Description: This course emphasizes the curriculum development and assessment from birth to kindergarten. The purpose of this course is to introduce students to the important frameworks for planning, implementing, and evaluating curriculum as it affects development and the various subject-matter disciplines. Significant details are placed on the methods and strategies that inform the development of meaningful and relevant curriculum. Students engage in in-depth studies of developmentally appropriate curriculum modes. The course also examines the influence of family and culture on curriculum and provides models of how to incorporate these and other variables into a well-rounded curriculum. **Credit hours of three (3).**

Course Objectives:

1. The purpose of this course is to acquaint students with the developmental theory about cognitive, moral and social development and the milestones and development processes of infants and toddlers.
2. The purpose of this course is to improve students' understanding of the role of teaching in the assessment and development of diverse curriculum for infant and toddlers.
3. The purpose of this course is to acquaint students to the various research models and methods for curriculum development for infant and toddlers' populations.
4. The purpose of this course is to prepare students to devise engaging curriculum activities for infant and toddlers that promote learning.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Identify and describe the major theories of cognitive, moral, and social development and the milestones and development processes of infants and toddlers.
2. Analyze teacher roles in enhancing creativity and developing curriculum sequences to promote engaged learners.
3. Evaluate various research models and methods for curriculum development and identify which methods is best suited for the study of specific infant and toddler populations
4. Design and implement a curriculum and assess child-centered activities for music, movement, visual arts, etc.

HES 2103- Health, Safety and Nutrition for Children

Course Description: This course provides students with opportunities to study and implement health, safety, and nutritional needs of young children, birth to six years of age in a variety of settings. Students will acquire information on licensing regulations, childhood illnesses, a safe and nurturing environment, and health inspection, nutritious meals and snacks, and first aid, safety legal implications.

Course Objectives

1. The purpose of the course is to allow students to become equipped to recognize when a child is well, as well as those indications that a child may not be well.
2. The purpose of the course is to allow the students opportunities to learn of the most effective

tools to use for assessing children's health and well-being.
3. The purpose of the course is for students to learn current ways of caring for children who may have special medical needs.
4. The purpose of the course is to ensure that students become aware of strict procedures for maintaining an infectious controlled environment.
5. The purpose of the course is to ensure students are abreast of guidelines for recognizing and reporting suspected maltreatment of children.
6. The purpose of the course is to ensure that students are aware of nutritional guidelines for infants, toddlers, and preschoolers.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Students will be able to demonstrate ways to promote the health of typical and atypical children by use of formal and informal observational methods. Students will be able to demonstrate ways to promote the health of typical and atypical children by use of formal and informal observational methods.
2. Students will demonstrate cognitively areas of group care that require attention to safety, which includes prevention of accidents.
3. Students will communicate knowledge of the essential nutritional needs of young children and how to promote healthy eating.

Christian Leadership Associate Degree Program

An Associate of Arts in Christian Leadership is designed to prepare students for careers and service in the various church ministries and leadership positions in their local churches. After successful completion, students will be able to demonstrate proficiency in the general area of leadership ministry, practice relationship-building skills, refine personal, professional, and spiritual priorities, communicate effectively the word of God, to be able to systematically state the great doctrines of the Bible, appreciate the message of the Bible in its historic context, apply Biblical principles in the practice of church-related ministry, provide competent Christian leadership in their chosen field of work, and have the skills necessary to properly interpret the Bible.

Program Learning Outcomes

Upon successful completion of the Christian Leadership Program the student will be able to:

1. Communicate in writing biblical and theological academic research that addresses concerns within the community of faith.

2. Analyze empirical, leadership and theological concepts and competencies in cross-cultural settings and directly assess and formulate leadership concepts to enrich that particular culture. Psalm 78: 72 – says David Shepherded (led) his people with "integrity of heart." That is character.

3. Analyze their own leadership style and develop steps in which to more effectively work as a team.

4. Assess various leadership models being used within organizations and the impact those models have on the development of organizations.

5. Administer compassion, as a result of their intimate relationship with God, to foster caring relationship with people.

6. Identify a broad spectrum of courses in leadership that will prepare students for volunteer and paid positions in the Church and other settings for ministry leadership.

Course Information

PHR 1003 - Introduction to Philosophy and Religion

Course Descriptions: An examination of the major issues in the philosophy of religion including the knowledge of God, the problem of evil, life after death, religious language and experience and the relationship of faith and reason. **Credit hours of three (3).**

Course Objectives

1. The purpose of this course is to prepare students to be able to critically evaluate philosophical texts and arguments.
2. Be able to formulate and defend philosophical positions regarding the nature and existence of God.
3. The purpose of this course is to acquaint students with some major philosophers and philosophical movements in our society.
4. The purpose of this course is to improve students' understanding of the central issues involved in Philosophical Theology.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Define religion, describe the different dimensions of religion, and examine the role of religion in grounding of ethics.
2. Critically assess the different arguments for the existence of God.
3. Analyze the problem of theodicy, also known as the problem of evil.
4. Explain the meaning and possibility of an afterlife.
5. Evaluate the control issues involved in Philosophical Theology

CW 2332 - Christian Worship

Course Description: This course will focus on the history and theology of Christian worship. The identification and function of prayer, praise, proclamation, and sacramental action will be included. **Credit hours of three (3).**

Course Objectives

1. The purpose of this course is to prepare students to become better worshipers: that is, to experience deeply the privilege of offering public worship to God in Christ through the Spirit and to grow in the joy of new life in Christ.
2. The purpose of this course is to prepare students to be become better pastoral theologians; that is to learn how to articulate key biblical and theological dimensions of Christian public worship; to develop aptitude for critical theological thinking about public worship; to develop pastoral sensibilities for applying these principles in challenging pastoral settings; to gain a sense for the discipline of the study of Christian worship, including basic bibliographic and source materials.
3. The purpose of this course is to prepare students to become better guests and hosts: that is, to learn how to be perceptive participant-observers in public worship services in varied ministry settings, to develop sensitivities that help us better welcome guests and strangers in our congregations.
4. The purpose of this course is to prepare students to become better worship leaders: that is, to develop basic skills in worship planning and worship leadership, such as choosing hymns,

preparing prayers and spoken introductions, and training worship leaders; to fall in love with the joy of imaginative, creative, thoughtful worship planning that moves beyond basic skills to genuinely excellent offerings of our skills and resources to God; to sense the sheer privilege of leading congregations in worship.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Compare and contrast the practice of early Christian worship and contemporary worship trends and practices.
2. Analyze the relationship between worship and evangelism.
3. Articulate the biblical and theological basis for worship (Old and New Testament forms and functions of worship and music).
4. Articulate his/her own developing philosophy of worship which will be constructed on a reflective assessment of a worship experience.
5. Describe the meaning of worship in culture and how various cultures interpret the dynamics of worship.
6. Describe worship resources, i.e., prayer books, hymnals, song books, and instruments from the various people groups and cultures
7. Design and participate in corporate worship as both a leader and a worshipper.

HT 2101- A.M.E Faith and Practice

Course Description: As the course title suggests, this course explores how Christians can and need to put their faith into practice. Faith is the all-important first step in the Christian life, but what comes after that? How is our faith to be lived out on a day-to-day basis? More than just being an academic endeavor, this class will attempt to be as practical as possible.

Course Objectives

1. Student will learn who Richard Allen is and his significance in the founding of the AME Church.
2. Student will discuss that Richard Allen was much more than the founder of the AME Church but a significant force in the shaping of the moral consciousness of our matron as it concerns to racism, slavery and equality.
3. Student will be able to talk about Prophetic Leadership and reflect on how it has changed since the late 18th century.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Student will be able to identify specific qualities found in leadership
2. Students will describe the driving force behind Richard Allen and can talk about his fight for justice for humanity for all Americans.
3. To meet this outcome, students will be able to describe what Liberation Theology is and how that theology impacted the Theology thought of Richard Allen

HT 2301 - History of Christianity I

Course Description: This course teaches the life and thought of the Christian church from the apostolic period to the reformation. This course will focus on the persons, issues, and events that have shaped the central tradition of the church during that same time. **Credit hours of three (3).**

Course objectives

1. The purpose of this course is to improve students' understanding of religion, including its scriptural, ethical, historical, existential, and theological dimensions.
2. The purpose of this course is to prepare students for church-related vocations or advanced studies in religion.
3. The purpose of this course is to lead students to think existentially, religiously, and theologically about the meaning of human existence within Christian and Global Religious Traditions.
4. The purpose of this course is to promote maturity, wisdom, sensitivity and understanding of multiple religious perspectives through critical thinking about and interaction with major religious traditions.
5. The purpose of this course is to prepare students to engage questions of religion and values; this includes encounter with other disciplines and contemporary society.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Describe the developments in the history of Christianity from the beginning through the end of the eighteenth.
2. Analyze the challenges facing the church in an age of Enlightenment and Revolution.
3. Analyze how the expansion of Christianity into other parts worlds changed the nature of the church back in Europe.
4. Describe how religion affects human activity in a broad spectrum of areas and activities and how faith affected the everyday life of men and women in the premodern world.

HT 2331 - History of Christianity II

Course description: This course will focus on the life and thought of the Christian church from the reformation to the present year. The course will focus on the persons, issues and events that have engaged during the same time. **Credit hours of three (3).**

Course Objectives

1. The purpose of this course is to acquaint students of the major events and great turning points in this period of Christian history.
2. The purpose of this course is to examine the strengths and weaknesses of various Christian leaders and movements to avoid the errors and capitalize on the strengths in their own ministry.
3. The purpose of this course is to improve students' understanding of the Lord's work by examining the service rendered in His name by notable Christians during this period of Christian history.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Identify clearly and date the major events and personalities in Christian history as presented in the text and class lectures.
2. Describe the various strengths and weaknesses of Christian leaders and their respective movements.
3. Explain and differentiate the three basic quests for the historical Jesus.

MIN 2304 - Bible Teaching

Course Description: This course focuses on the examination and practice of a variety of approaches to the study of the Bible for youth and adults' members of the church. **Credit hours of three (3).**

Course Objectives:

1. The purpose of this course is to improve the students' understanding of the authority of the Biblical story for cultural and academic activity.
2. The purpose of this course is to initiate the development of a personal teaching philosophy.
3. The purpose of this course is to deepen the students' understanding of the Holy Spirit's and its role in the teaching process.
4. The purpose of this course is to acquaint students to the historical and theological content of the Bible for the interpret scripture to discover the author's intended meaning for teaching.
5. To understand the authority of the Biblical story for cultural and academic activity.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Identify the characteristics of Jesus that should be emulated in contemporary Christian teaching.
2. Create lesson plans utilizing creative teaching methods and demonstrating knowledge of the needs of learners and the process of learning.
3. Describe the role and importance of the teaching ministry in supporting the mission of the church.
4. Interpret Scripture appropriately for Bible lessons designed for discipleship and formation.
5. Utilize information from educational theories regarding the needs of learners and process of learning to create learner appropriate teaching materials. 8. Integrate creative teaching methods in writing lesson plans for use by volunteer teachers

HT 2305 - Religious World Views

Course Description: This course provides students with an opportunity to examine and survey religions from the eastern and western traditions, trace the historical development of the religions, and look at their continuous influence on people today. **Credit hours of three (3).**

Course Objectives

1. The purpose of this course is to for students to gain a basic understanding of the concepts of "worldview" and "competing worldviews".
2. The purpose of this course is to acquaint students with a basic foundational understanding of the major worldviews adhered to in the world today.
3. The purpose of this course is to improve students' understanding of the Christian worldview and its relevance to all aspects of faith and life.
4. The purpose of this course is to improve students' understanding of contemporary issues and events, and to discover its relevance to the student's chosen profession or academic discipline.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Explain why the study world religions are important to their faith and their community.
2. Describe the core tenants of the world's major religions (Mormonism, Islam, Hinduism, Buddhism, and eastern religions) and contrast it with the Christian worldview, with a deeper appreciation of worldviews in the process.
3. Describe the biblical basis for the exclusive truth claims for the Christian faith and develop a systematic approach for arguing the supremacy of the Christian worldview.
4. Critically respond to two major worldviews in an evangelistic manner with the goal of reaching them for Christ.

MIN 2303 Introduction to Pastoral Care and Counseling

Course Description: Pastoral Care is one of the central ministries of the whole faith community involving both lay and clergy. In this course we will explore what it means to create communities of care. Through readings, lectures, discussions, case presentations and reports we will focus on the actual practices of caring and on the theologies and theories of the field. Students will become familiar with the shape of contemporary care giving as they develop important skills, attitudes, and knowledge to empower ministries of caring. **Credit hours of three (3).**

Course Objectives:

- To develop an approach to care giving that is attentive to the theological interpretation of human experience, making use of ecclesiastical resources for ministry. (Scripture, theology, shared story, prayer and ritual)
- To develop an appreciation of the whole faith community responsibility for care and ministry and the pastoral role as equipping the people to form the community for mutual care giving and the promotion of healing and health.
- To explore the way in which the self-care of the caregiver is ingrained to the process of care giving and to encourage attentiveness to self; self-care, appropriate professional boundaries, and knowledge of one's own limits.
- To provide and integrate example of the contribution of the social sciences in understanding human health and brokenness, on both the individual and systemic level; and to encourage networking with mental health, medical and pastoral care professionals.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

- Actively listen to self and others.
- Assess the needs of and formulate an intervention, including broader resources, for particular pastoral cases.
- Offer appropriate spiritual resources and practices of the Christian tradition in both Christian and multi-faith pastoral care settings.

CW 1306 - The Church and Society

Course Description: This course will focus on an examination of the ways society, culture, and personality are influenced by the church and how social structures and trends affect the church. **Credit hours of three (3).**

Course Objectives

1. The purpose of this course is to prepare student to formulate and defend a Christ-culture stance for applying Christian ethics in a complex, changing world.
2. The purpose of this course is to consider issues and formulate responses to them in light of biblical teachings and calls to pursue justice, compassion, and righteousness in our world.
3. Interpret and appraise the church's role in society and culture.
4. Devise and pursue strategies for developing wisdom in moral decision-making in one's context, including attention to one's personal, vocational, and ecclesiastical.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Describe, compare, contrast, and apply the various ethical theories and concepts used in grounding and making ethical decisions and developing Christian character.
2. Identify, interpret and validate the ways that the Bible and a Christian worldview (including Theology) can guide our moral judgments and actions.
3. Critically analyze the contemporary contexts in which Christians make ethical decisions and assess how those contexts can shape our thought and response for good or ill.
4. Distinguish between moral positions that are consistent with biblical parameters and those that are not.

MIN 1304 - Introduction to Church and Ministry

Course Descriptions: This course is designed to introduce the theological foundation for and the historical development of ministry and calling within the content of the local church. Students will be provided with an understanding of the tools that led to their own philosophy of ministry (mission, vision, and core values) within various church ministry settings. **Credit hours of three (3).**

Course Objectives:

1. The purpose of this course is to deepen students' personal faith that exhibits itself in love for Christ and his church.
2. The purpose of this course is to improve students in clarification of a divine call.
3. The purpose of this course is to acquaint student to the disciplines of spiritual formation.
4. The purpose of this course is to acquaint students to the study of the local church and its ministry.
5. The purpose of this course is to assist students in the exploration of discovering his/her spiritual gifts for ministry.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Develop his/her philosophy of ministry.
2. Identify the major aspects of ministry as a career.
3. Integrate biblical and philosophical foundations with practice of ministry.
4. Apply the biblical foundations of ministry to leadership positions.
5. Assess his/her own abilities with respect to ministry and as a vocation.
6. Evaluate the pastor's role in ministry and his/her challenges and opportunities in the development of ministry.

MIN 1305 - Introduction to Christian Education

Course Description: This is a course in the introduction to the church's educational ministry. It will cover biblical/theological psychological and philosophical foundations of Christian education. Students will learn to plan, administer, supervise and evaluate a local church program. **Credit hours of three (3).**

Course Objectives

1. The purpose of this course is to improve students' understanding of the nature of Christian Religious Education and its theological, historical, and educational contexts.
2. The purpose of this course is to improve students' understanding for the formulating a biblical basis for the teaching ministry of the church.
3. The purpose of this course is to improve students' understanding and valuing the educational programs of the church.
4. The purpose of this course is to deepen students' understanding of the role of the pastor in educational ministry.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Describe Christian Education and identify the cultural, theological, philosophical, and social implications.
2. Organize a church for educational ministries including Sunday School/Bible study, small group ministries, outreach, new member orientation, care groups, leadership development, teacher training, ministry teams, and discipleship.
3. Describe the integration of educational ministries with the biblical mission of the church and a local church's mission statement.
4. Evaluate the educational ministry of the local church.

CPT 1305 - Computer Applications for Church Literature

Course Description: This course will focus on basic computer application processes initially. Students will learn how to develop newsletters, brochures, and other types of communication for the church. **Credit hours of three (3).**

Course Objectives

1. The purpose of this course is to equip students with computer software knowledge to utilize technology toward the advancement of church ministry.
2. The purpose of this course is to introduce students on the fundamentals of software for the assembly of church literature.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Create various forms literature for your church (Brochures, social media, Web pages)
2. Explain the guiding principles of professional behavior in computing.

3. Use business productivity software to manipulate data and find solutions to business problems.

Entrepreneurship and Business Analytics Associate Degree Program

The mission is to provide a high-quality Associate of Science Program in Entrepreneurship and Business Analytics that produces students with skills, knowledge, abilities needed to become successful as entrepreneurs and/or obtain baccalaureate degrees in Business/Entrepreneurship.

The Associate of Science Degree in Entrepreneurship and Business Analytics provides general academic courses and electives which prepare graduates with skills, knowledge, and ability needed for self-employment, to start a business and manage the functional areas of the business to become a successful entrepreneur. It is also for students who intend to transfer these credits to a college or university which offers required baccalaureate degrees in Business and Entrepreneurship. The program includes five specific courses, but students may add additional 3 to 6 credit hours of coursework from the "recommended electives, which may be transferred by agreement to a college or university which may be required by the receiving college/university".

Program Learning Outcomes

Upon successful completion of the entrepreneurship program the student will be able to:

1. Ethical Practice – Make ethical decisions, translating ethical principal with business analytics.
2. Effective Communication – Effectively communicate a business ideology.

3. International Perspectives – Explain the relevance of international perspectives on business operations.
4. Analytics – Understand the critically apply the concepts and methods of business analytics.
5. Decisions – Identify, model and solve decision problems in different settings.
6. Solution Oriented – Create viable solutions to decision making problems.
7. Results – Interpret results/solutions and identify appropriate courses of action for a given managerial situation whether a problem or an opportunity.

BUS 2999 Enterprise Design Thinking

Course Description: Explore how to apply design thinking in your own company and what it means for you and your team. The Practitioner Course will give you a baseline of Enterprise Design Thinking skills: collaboration, synthesis, design research, prototyping, and storytelling.

Course objectives:

1. Expose students to the design process as a tool for innovation.
2. Develop students' professional skills in client management and communication.
3. Demonstrate the value of developing a local network and assist students in making
4. lasting connections with the business community.
5. Students develop a portfolio of work to set them apart in the job market.
6. Provide an authentic opportunity for students to develop teamwork and leadership skills.

BUS 2991 Data Analytics for Business

Course Description: The purpose of the course is to equip students with knowledge, skills, techniques and technologies for data analytics in the context of business. Starting with an introduction to the enterprise business intelligence architecture, the course will proceed to introduce and compare/contrast popular data analytics technologies, such as Power BI, R, and Python, in the market. After that, the course will focus on the development of skills using select data analysis technology. Students will learn how to extract data from heterogeneous data sources, how to transform data into a data format ready for analysis and how to analyze and visualize data. The target students of this course are those in the MIS concentration. The teaching objective is to prepare students to pursue a career in data analytics or to play the role of consultant assisting others in making informed data analytics-related decisions.

Course Objectives

1. Identify business opportunities for data-driven solutions.
2. Bridge business problems with analytical models.
3. Demonstrate proficiency in data analysis methods and in data analytic tools.
4. Develop data-driven solutions to support decision-making in real-world business situations.
5. Communicate technical information and analysis results to people both with and without technical backgrounds.
6. Estimate the financial, operational and ethical consequence of a data-driven solution developed in structured or unstructured and ambiguous situations.

BUS 2992 Principles of Microeconomics

Course Description: The course deals with the nature and overall understanding of the detailed analysis of our aggregate economy which includes international trade, supply and demand, elasticity, efficient markets, externalities, public good, tax system, production cost, and competitive markets such as monopoly, oligopoly and monopolistic competition, and finally, factors of production will be discussed.

Course Objectives

3. How the aggregate economy operates.
4. The operation of market forces such as demand and supply, elasticities, and general equilibrium.
5. Trade-offs and comparative advantage.
6. The price system and economic efficiency.
7. Externalities and environmental issues.
8. The stock market and corporate governance.
9. Consumer choice and behavioral economics.
10. Technology and production costs.
11. Four market structures: purely competitive, monopoly, monopolistic competitive, and oligopolistic market.
12. Pricing strategy and factors of production.
13. The economics of information and public choices

BUS 2993 Principles of Macroeconomics

Course Description: This course provides an overview of macroeconomic issues: the determination of output, employment, unemployment, interest rates, and inflation. Monetary and fiscal policies are discussed. Important policy debates such as the sub-prime crisis, social security, the public debt, and international economic issues are critically explored. The course introduces basic models of macroeconomics and illustrates principles with the experience of the U.S. and foreign economies

Course Objectives

1. Students will become familiar with measures of economic performance, learn to use these indicators to evaluate current economic conditions, and understand how markets function in a capitalistic society.
2. Students will learn the major perspectives on what determines performance of the overall economy and will learn to analyze impacts on the economy.
3. Students will learn the key approaches to macroeconomic policy. They will develop skills to analyze impacts of policy actions and to evaluate the advantages and disadvantages of different policies.

BUS 2996 Internship

Course Description: Students gain a competitive advantage for future employment by participating in internships. Specifically, internships provide meaningful work experience, chances to network with industry executives and an introduction to potential careers and employers, along with acquiring new skills and a firsthand perspective on how to apply classroom knowledge to the workplace.

Course Objectives

1. **Understanding Real-World Application**
2. **Skill Development**
3. **Career Awareness**
4. **Personal Development**

BUS 1003-Introduction to Computers with Business Application

Course Description: This course deals with computer literacy and business computer applications. Students develop business level skills in word processing and electronic presentation software. Students are prepared for the Microsoft Office spreadsheet for Microsoft Word and PowerPoint. Students further develop skills in Microsoft access database and complete collaborative and individual integrated business software projects using word processing, spreadsheets, presentations, and databases. **Credit hours of three (3).**

Course Objectives

1. To establish a working knowledge of office business terminology and business applications.
2. Describe the differences between application software and system software.
3. To create Microsoft Word Documents by utilizing the functions of the tool bar skill set.
4. To create and insert data in electronic databases and spreadsheets to solve problems.
5. Additional learning outcomes will be discussed in class.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Define and explain various business terminology.
2. Propose and submit ALL Business Communications: Email, Memos, Spreadsheets, and Purchase Orders.
3. Propose and present a 5-7 Business Presentation accompanied by ALL Business Applications.
4. Provide a Financial Business Spread Sheet detailing Numeric Value.
5. Propose and submit Professional Business Cards and Flyers.
6. Create and establish a “Link-In” Business Account.

BUS1301 - Introduction to Business

Course Description: This is a survey course in the field of business including topics such as management, finance accounting, marketing, production, computers, international business, small business, investments and other areas of general business interest. **Credit hours of three (3).**

Course Objectives

1. The purpose of this course is to acquaint students with the basics of the free enterprise system and other types of economic systems.
2. The purpose of this course is to acquaint students with business ethics apply to customers and other stakeholders in the business environment.
3. The purpose of this course is to introduce the basic forms of business ownership (entrepreneurship), including acquisition, franchising and use of capital.
   The purpose of this course is to introduce students to the international business and the complexities of operating in a global environment.
   The purpose of this course is to acquaint students to the basic functions of management and the skills required of managers working with different concepts of motivation.
4. The purpose of this course is to acquaint student to the concepts and theories of human resource management to recruit, train, and retain employees.
   The purpose of this course is to acquaint students to the concepts of basic principles of accounting.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Explain the functional principles of capitalism and the tools used to measure and manage the economy.
2. Evaluate major economic systems in the private and corporate sectors and explain the

differences in the economic impact between these business models.
3. Identify modern management and business organizational functions and how these functions evolve in response to external and internal environmental changes in technology, diversity, global competition, and governmental regulations.
4. Describe market functions, concepts, and processes involved in designing product, promotional, distribution, and pricing strategies.
5. Explain the role and importance of financial management and perform analysis on financial statements.
6. Summarize the importance of ethics in business and the social responsibility element ethically required for success and social well-being.
7. Develop ethical business strategies for solving business problems in domestic and global marketing, finance, human resources, investments, and domestic international management.

BUS1203 - Business Communication

Course Description: The course is an introduction to various types of professional communication, with an emphasis on business writing. Students will gain experience writing and revising business email, letters, proposals, and job search documents. Students will work both individually and in teams and will exit the course with a clear understanding of the centrality of communication in business. **Credit hours of three (3).**

Course Objectives

1. The purpose of this course is to acquaint students the principle and techniques of business communication.
2. The purpose of this course is to acquaint students to the ethical and legal issues commonly faced by business professionals in business communication situations.
3. The purpose of this course is to improve students' understanding of investigating, organizing, and presenting business data and related ideas.
4. The purpose of this course is to improve students' ability to communicate effective (written and oral) through the composition of various business elated correspondences.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Compose clear, concise, and effective business correspondence that meets the goal of various rhetorical situations: letter, Cover letter, Letter for a job application, thank you letter, Letter of complaint, Memos, Resumes, Emails and Reports
2. Describe the ways in which technology and media have transformed communication in the business environment: a. Mobile devices b. Internet c. Tablet computers d. social media.
3. Deliver effective business presentations (individual and groups) in contexts that may require either extemporaneous or impromptu oral presentations applying basic business etiquette: First impressions, Attire, Listening skills, Tone, Behavior
4. Conduct research that includes the use of electronic library resources and the Internet; use the results of that research to complete written and oral reports

BUS1313 - Principles of Marketing

Course Description: This is a MARKETING COURSE in the field of business including topics such as Business Management and Marketing Strategies whereby the aim is to enhance a business profit, clientele, public relations and professional image or brand. This course also highlights sections of management, finance, accounting, marketing, production, computers, international business, small business, investments, and other areas of general business. **Credit hours of three (3).**

Course Objectives

1. The purpose of this course is to enhance students' understanding of the basics of the concepts of sales, marketing, and management.
2. To acquaint students to ethical and legal issues in marketing, promoting, and how marketing affects the success of a company's long-term sustainability.
3. To acquaint students to become familiar with promoting effective communication strategies in marketing and sells production.
4. To acquaint students to become effective communicators in demonstrating marketing strategies

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Establish a basic understanding of the Principles of Marketing as identified in marketing, branding, and the selling of the products.
2. Establish a basic understanding of the basic functions of strategically marketing/placing products strategically in stores and other layouts in business.
3. Establish a basic understanding how a company utilizes human resource management to recruit, train, and retain employees. As well as engage in strategies for upward mobility.
4. Develop an understanding of the marketing concept and the various elements of the marketing mix.
5. Establish an understanding how businesses acquire and use capital.
6. Establish an understanding of entrepreneurship, small business and franchising.

BUS2103 - Business Law I

Course Description: This course provides the student with a basic understanding of the legal systems and its effect on our day-to-day activities. The primary emphasis will be in business and business-related transactions. In addition, the various courses of law will be introduced, and students will have an understanding of why the court applies a particular legal principle to a particular fact pattern.
Credit hours of three (3).

Course Objectives

1. The purpose of this course is to acquaint students of basic principles and concepts of laws including types of laws and classifications.
2. The purpose of this course is to acquaint students to contract law, types and requirements.
3. The purpose of this course is to acquaint students to property law.
4. The purpose of this course is to acquaint students to the agency and employment law.
5. The purpose of this course is to improve students' understanding of the constitutional powers of government and its relationship to law and organizational structures.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Describe the U.S. legal system and the legal environment of business.
2. Describe the relationship of ethics and law in business.
3. Define relevant legal terms in business.
4. Explain basic principles of law that apply to business and business transactions.
5. Describe business law in the global context.
6. Describe current law, rules, and regulations related to settling business disputes

BUS2301 - Principles of Small Business Financing

Course Description: This is an introductory course to various fields of financing. It will cover financial statements, cash flow, time value of money, stocks and bonds, capitol budgeting, ratio analysis, and long-term financing, and apply these concepts and skills in business decisions. **Credit hours of three (3).**

Course Objectives

1. The purpose of this course is to acquaint students with the concepts and principles of financial, managerial, ethical, and planning fundamentals of small business entrepreneurship.
2. The purpose of this course is to improve students' understanding of the advantages and disadvantages of various forms of business ownership.
3. The purpose of this course is to prepare students to apply working capital and inventory management techniques.
4. The purpose of this course is to prepare students to apply capital budgeting techniques to small businesses through application of the weighted average cost of capital as it exists for a small business owner.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Explain how the financial manager makes financial investment decisions when confronted with issues of risk and uncertainty while considering different risk preferences.
2. Explain the different components of a company's capital structure.
3. Use Excel to prepare an analysis of a company's financial statements and stock data.
4. Explain the objectives of the financial manager and how the structure of a corporation affects financial decisions.
5. Explain how the financial manager uses and analyzes the income statement, the balance sheet statement, and the statement of cash flows to make better informed decisions.
6. Explain the concept of time, value of money and how the present value calculation is related to the future value calculation.
7. Explain the rules and methods in capital budgeting when making financial decisions.

BUS2303 – Principles of Entrepreneurship

Course Description: This is a business course that places emphasis on Entrepreneurship: business management, finance, marketing, production, computers, and interpersonal relations and consumer investments. This course was designed to teach the initial concepts of Entrepreneurship: the business relation and the managerial concepts of operating and sustaining an effective and productive business mind set. **Credit hours of three (3).**

Course Objectives

1. To acquaint students to engage in small business management strategies to prepare to create and device a marketing and small (Entrepreneurial) Business Plan.
2. To acquaint students to the principles of financial needs and its resources to sustain a small business.
3. To acquaint students to potential legal issues.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Analyze the entrepreneurial process through which business ideas are evaluated.

2. Identify the characteristics of successful entrepreneurs.
3. Identify and describe strategies for supporting entrepreneurship.
4. Distinguish between business ideas and opportunities.
5. Explain how to write a formalized business plan and perform this task.
6. Explain how to write a marketing plan and perform this task.
7. Identify and describe teambuilding dynamics.

BUS1313 - Principles of Selling

Course Description: The nature of selling today is both a business and an art. In this course, the student will explore sales as a means for achieving career objectives. Special emphasis will be placed on combining techniques of presentation, poise, and refinement with psychology and marketing fundamentals to assist students in developing a critical understanding of consumer behavior in the sales environment and gaining confidence in "selling" their career goals. **Credit hours of three (3).**

Course Objectives

1. The purpose of this course is to improve students' understanding the basics of sales, selling process, sales management and building long-term relationship.
2. The purpose of this course is to acquaint students to the ethical and legal issues in selling and how they can affect the success of a company in the long-term
3. The purpose of this course is to acquaint students to the communication strategies for the promotion of sales and resolving conflict.
4. The purpose of this course is to acquaint students to the strategies for successful self-management.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Define the selling process and its application to all forms of sales.
2. Identify the elements of the communication process between buyers and sellers in business.
3. Analyze ethical issues and legal restrictions of American business that affect salespeople.

BUS2328 - Introduction e – Commerce

Course Description: A working knowledge of Windows and the Internet. This course provides broad based and balanced coverage of both the business and technology elements of eCommerce. This course presents concepts and skills for the strategic use of e- commerce and related information system technologies. Provides a framework for the analysis of e-commerce solutions to issues surrounding business-to-business, business to consumers, and intra-organizational trade. Includes study of network, database and programming concepts and examination of e-commerce in altering the structure of entire industries, and how it affects business processes including electronic transactions, supply chains, decision making and organizational performance. **Credit hours of three (3).**

Course Objectives

1. The purpose of this course is to equip students with a basic understanding of the foundations and importance of e-Commerce.
2. The purpose of this course is to acquaint students to the concepts of retailing in e-Commerce by examining branding and pricing strategies, market research and effects of disintermediation
3. The purpose of this course is to acquaint students to impact of eCommerce on business models and strategy.

4. The purpose of this course is to improve students' understanding of internet trading relationships including Business to Consumer and Business- to-Business.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Evaluate e-commerce markets and transactions, including supply chains.
2. Assess the effect of changing technology on traditional business models and strategy,
3. Assess the impact e-commerce is having on how firms are organized and behave.
4. Discuss the ethical and legal issues related to e-commerce technologies such as manipulation of graphic and sound information, privacy and control of electronic media.
5. Design and prepare informative, organized, and accurate e-commerce related presentations of text, audio and graphical information taking into account technical and aesthetic considerations
6. Identify differences in regulatory and legal environments as it relates to e-commerce,

BUS2303 – Principles of Small Business Management

Course Description: This course will introduce you to entrepreneurship and business planning. It focuses on the management and analysis of basic management functions; planning, organizing, leading, directing, and controlling for establishing and accomplishing business objectives. This course will also include aspects of the principles of management on individuals and organizations. **Credit hours of three (3).**

Course Objectives

1. The purpose of this course is to acquaint students to small business management strategies to prepare students to create and devise a marketing and business plan.
2. The purpose of this course is to acquaint student to the principles of financial needs resources assessment.
3. The purpose of this course is to acquaint students to potential legal issues.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Analyze the entrepreneurial process through which business ideas are evaluated.
2. Identify the characteristics of successful entrepreneurs.
3. Identify and describe strategies for supporting entrepreneurship.
4. Distinguish between business ideas and opportunities/

5. Explain how to write a formalized business plan and perform this task.
6. Explain how to write a marketing plan and perform this task.
7. Identify and describe teambuilding dynamics.

BUS2313 - Human Relations and Ethical Issues in Business

Course Description: This course is an introductory course stressing "people" skill and utilizing these skills in an increasingly team-based and customer-oriented workplace. Content provides opportunities to become more effective in discerning, ethical, flexible, perceptive behaviors while working with people. Special attention is given to appropriate communications skills, working on diverse teams, multinational and diversity awareness, discrimination and biases in the workplace, appearance and business etiquette. **Credit hours of three (3).**

Course Objectives

1. The purpose of this course is to acquaint students to core business ethics issues and ethical concepts relevant to resolving moral issues in business
2. The purpose of this course is to prepare students to implement human relations and communication skills necessary for superior performance and career advancement in the business profession.
3. The purpose of this course is to improve students' understanding of social and natural environments within which moral issues in business arise
4. The purpose of this course is to introduce students to different analytical frameworks used to address ethical dilemmas.

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Analyze the presuppositions of business—both moral presuppositions and the presuppositions from a moral point of view.
2. Apply general ethical principles to cases or practices in business,
3. Critically evaluate the morality of the American free enterprise system,
4. Critically evaluate the comparative morality of various types of economic systems,
5. Describe morally praiseworthy and exemplary actions of either individuals in business or particular firms,
6. Describe morally reprehensible actions of either individuals in business or firms,
7. Discuss the ethical issues inherent in the rapid changes in business, including information technology and environmental degradation.

Computer Science Associate Degree Program

The Associates of Arts in Computer Science is designed for individuals interested in developing and applying programming skills for use in software and website development, coding, and database management. The primary goal of this degree is to create the skills and knowledge required to understand theory, design, develop, test, and produce computer subsystems. Students will be able to transfer credit to a four-year college or university in the field of computer science or information science. Career opportunities include Computer Programmer, Software Engineer, Software Developer, and Web Developer.

Institutional, Program, and Course (Student) Learning Outcomes:

The assessment of our institutional learning outcomes is designed to evaluate the effectiveness of programs, departments, and services in preparing our students to succeed in their personal, academic, and professional lives. Shorter College is dedicated to preparing students to become productive members of their community and recognize that the use of innovative technology is an important step in this process.

1. Communication - Students will demonstrate effective communication skills, including listening, speaking, and writing in order to advance academically and professionally.

2. Employability - Students will develop career competencies and self-management skills needed to gain employments in their chosen professions.

3. Professionalism - Students will develop personal and professional relationships by demonstrating ethical behavior, collaborative work, and constructive conflict resolution to promote success and advancement in their careers.

4. Critical Reasoning - Students will demonstrate the ability to contribute actively and successfully to their community through the processes of analyzing, reflecting, reasoning, and forming conclusions and judgments on a variety of ideas, issues, and information.

5. Culture and Global Awareness - Students will demonstrate the ability to recognize and respect the impact of differing cultures, ethnic groups, and values on society and the interdependence of people around the globe.

Program Learning Outcomes:

Upon successful completion of the Computer Science Program the student will be able to:

1. Develop software and web based dynamic application which will solve the real time problem
2. Analyze a problem and will be able to think its automated solution
3. Configure computer network and will have complete understanding of computer networking

Course Objectives & Course (Student) Learning Outcomes:

Course Objectives:

1. Complete understanding about object-oriented programming concept of JAVA
2. Mastering advanced programming topic like class, object, Inheritance in JAVA
3. Able to write class, function, method in java
4. Brief understand how java virtual machine work and how it able to run cross platform
5. Use of Integrated development Environment (IDE) Neatbens

Course Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Able to write advanced java program which will include class, method, different type data type (array, string, integer, vector)
2. Clear understanding on object-oriented programming topic like polymorphism, Encapsulation, Inheritance, data type in Java
3. Able to write code that will interact with user and generate output
4. Able to create program using IDE
5. Problem solving skill

CPU1113 – Programming Concept I

Course Description: This is a Computer Science course that places emphasis on computer coding: This course will introduce computer programming with student. Student will get fundamental of programming language C++ (Another suitable language may be substituted by the instructor). This course will give student problem solving capability. It will cover Variables, Structure, Array, conditions, Loop. **Credit hours of three (3).**

Course Objectives

1. The purpose of this course is to acquaint students with the understanding of computer programs
2. The purpose of this course is to prepare students with basic structure of a C++ program
3. The purpose of this course is to describe control structure, data type, and function
4. The purpose of this course is to write C++ programs using control structure, data type function to solve problems

Course (Student) Learning Outcome: At the end of this course, students should be able to:

1. Student will be able to write C++ programs which can solve real time problems
2. Students will be able to learn different types of data types, conditional statements, loop, and syntax of programming language C++
3. Students will have an understanding of how real time computer programs work
4. Students will be able to see their problem-solving skills improve

CPU1113 – Programming Concept II

COURSE DESCRIPTION: This Computer Science course places emphasis on computer coding. This course will introduce computer programming. Students will get fundamental of programming language C++ (Another suitable language may be substituted by the instructor). This course will give student problem solving capability. It will cover Structure, Objects, Classes, Stack, Inheritance.

Perquisites: Programming Concept I (CPU 1001)

Course Objectives & Course (Student) Learning Outcomes:

Course Objectives:

1. Able to understand advanced programming topic like class, object, structure, Inheritance
2. Able to gain clear idea about object-oriented programming concept of c++
3. Clear understanding about writing class and functions

Course Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Students will be able to write c++ class, objects, functions.
2. Student will be able to earn different type of advanced data type, conditional statement and syntax of programming language c++.
3. Students will be able see their problem-solving skill will be improve

CPU1223 – Data Structure

COURSE DESCRIPTION: This Computer Science course places emphasis on computer coding.
This course will teach students about the fundamental concepts of data structure used in programming language to develop and implement algorithms. This course will also teach student about effective software engineering practices.

Perquisites: Programming Concept I (CPU 1001)

Course Objectives & Course (Student) Learning Outcomes:

Course Objectives:

1. Clear understanding on software engineering principles and C++ classes
2. Clear understanding on pointers and array-based lists
3. Clear understanding on linked lists, recursion, stacks, queues, binary tree, graphs
4. Clear insight of searching and hashing Algorithms

Course Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Students will be able to describe how arrays, records, linked structures, stacks, queues, trees, and graphs are represented in memory and used by algorithms
2. Students will be able to describe common applications for arrays, records, linked structures, stacks, queues, trees, and graphs
3. Students will be able to write programs that use arrays, records, linked structures, stacks, queues, trees, and graphs
4. Students will be able to describe the concept of recursion, give examples of its use, describe how it can be implemented using a stack
5. Students will be able to discuss the computational efficiency of the principal algorithms for sorting, searching, and hashing

CPU2313 – Object Orientated Programming

COURSE DESCRIPTION: This Computer Science course places emphasis on computer coding
This three-hour course designed to teach the initial concepts of Object-oriented Programming: fundamental concept of the object-oriented programming design, structure, development and maintenance of a real time problem. Students will be able to use the Java SDK environment to create, debug and run simple Java programs using Netbeans IDE.

Prerequisite: None

Course Objectives:

1. Complete understanding about object-oriented programming concept of JAVA
2. Mastering advanced programming topic like class, object, Inheritance in JAVA
3. Able to write class, function, method in java
4. Brief understand how java virtual machine work and how it able to run cross platform
5. Use of Integrated development Environment (IDE) Neatbens

Course Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Students will be able to write advanced java program which will include class, method, different type data type (array, string, integer, vector)
2. Students will have a clear understanding of object-oriented programming topics like polymorphism, Encapsulation, Inheritance, data type in Java
3. Students will be able to write code that will interact with user and generate output
4. Students will be able to create program using IDE

CPU2323 – Networking*

COURSE DESCRIPTION: This Computer Science course places emphasis on computer coding.
This course will teach students how computer networks and the internet work. This course will cover TCP/IP, OSI Model Network model, small office & Home network (SOHO), DNS Server, DHCP server, different kind of network devices, Wireless communication technic, peer-to-peer networks, the client-server model, Routing and network security.

Prerequisite: None

Course Objectives & Course (Student) Learning Outcomes:

Course Objectives:

1. Clear Understanding on the computer networks principles and concepts.
2. Understand importance and purpose of computer networks.
3. Master the knowledge on designing and building a complete computer network system.
4. Understand work process of Internet
5. Understand the Device IP Assignment process

Course Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Students will be able to design computer networks for home, small offices.
2. Students will be able to understand a network system
3. Students will be able to understand TCP-IP fundamental
4. Students will be able to analyze wireless network
5. Students will be able to understand the importance of network security

CPU2413 – Introduction to Database Management

COURSE DESCRIPTION: This Computer Science course places emphasis on computer coding. From this course student will learn the fundamental concept of the design, structure, development, maintenance of SQL based database. In this course SQL (Structured Query Language) will be used. Students will get an opportunity to practice current commercially using database applications such as MySQL, SQL Server, Oracle.

A three-hour course designed to teach the initial concepts of database management: fundamental concept of the design, structure, development, and maintenance of Realtime used database software mysql. This course will cover Data Manipulation Language (DML), Data Control Language (DCL), Joining, Normalization, indexing, will be covered

Prerequisite: None

Course Objectives & Course (Student) Learning Outcomes:

Course Objectives:

1. Understand all the terms related to database management
2. Understand Database development process
3. Understand Structure query language (SQL)
4. Understand relational database
5. Understand full concept of normalization
6. Understand concept of NoSQL database system

Course Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Design and create databases
2. Create tables/relations
3. Insert, update and delete data from the tables
4. Create normalized tables
5. Write query
6. Create view
7. Understand basic knowledge of NOSQL database

CPU2413 – Introduction to Database Management

COURSE DESCRIPTION: This computer science course places emphasis on computer coding. A three-hour course designed to teach the initial concepts of Object-oriented Programming: fundamental concept of the object-oriented programming design, structure, development and maintenance of a real time problem. Student will be able to use the Java SDK environment to create, debug and run simple Java programs using Netbeans IDE.

Prerequisite: None

Course Objectives & Course (Student) Learning Outcomes:

Course Objectives:

1. Be able to analyze the requirements for and create and implement the principles of web page development
2. Be able to create and use cascading style sheets
3. Be able to create and use JavaScript programs
4. Describe the architecture of client-side and server-side web applications
5. Choose between server-side and client-side programming, depending on the task to be performed
6. Identify the tools needed to create dynamic client-side and server-side web applications
7. Plan, develop, debug, and implement interactive client-side and server-side web applications

Course Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. design and develop web site and dynamic web application
2. gain clear understanding about HTML, CSS, JavaScript and other server-side language
3. gain knowledge on server client application

Fall 2023-Spring 2024

Program Plan & Course Outlook

Associates of Arts in General Studies

Associates of Arts in General Students			
FIRST YEAR			
First Semester		**Second Semester**	
Course	**Hrs.**	**Course**	**Hrs.**
ENG1313 Comp. I	3	ENG1323 Comp. II	3
*ORT1001 College Orient. I	1	ENGL2803 World Lit. I	3
SPC1203 Speech Comm.	3	*HIS1003 Arkansas History	3
BIO1004 Bio for Gen. Education	4	PHY1004 Physical Science(lab)	4
MTH 1203 College Algebra	3	*CPU1003 Micro Computer Application	3
Elective	3	*ORT1002 College Orient. II	1
*Chapel	0	*Chapel	0
TOTAL HOURS	**17**	**TOTAL HOURS**	**17**
SECOND YEAR			

Third Semester		Fourth Semester	
Course	**Hrs.**	**Course**	**Hrs.**
*ORT1003 College Orientation III	1	*ORT1004 College Orient. IV	1
SOC 1003 Intro to Sociology	3	HUM2003 Humanities	3
HIS 2003 American History I	3	MUS1203 Music Appreciation	3
PHR1003 Intro to Philosophy & Religion	3	POL 2223 U.S. Govt. and Politics	3
PSY 2003 General Psychology	3	HES 2003 Health and Safety	3
*PED 1001 Physical Education I	1	*PED 1101 Physical Education II	1
CRJ 1301 Introduction to Criminal Justice *this requirement is met if students took Introduction to Education (EDU 1003)*	3	*Chapel	0
*Chapel	0		
TOTAL HOURS	**17**	**TOTAL HOURS**	**14**

*Chapel is a No Credit Course (Pass/Fail); Institutional Requirement for Graduation. (See Chapel Policy)

Students should adhere to the program plan / course outlook specified on the date of their admittance to Shorter College.

Students are required to earn a grade of "C" or greater for all classes, unless indicated with an (*).

* Denotes Elective Courses

Fall 2023-Spring 2024 Program Plan & Course Outlook

Associates of Arts in Childhood Development

Associates of Arts in Childhood Development			
FIRST YEAR			
First Semester		**Second Semester**	
Course	**Hrs.**	**Course**	**Hrs.**
ENG1313 Comp. I	3	ENG1323 Comp. II	3
*ORT1001 College Orientation I	1	CHD1123 Parenting Education	3
PSY1013 Child Growth & Development	3	SPC1203 Speech Communication	3
BIO1004 Bio for Gen Education	4	PHY1004 Physical Science (Lab)	4
PHR1003 Intro to Philosophy & Religion	3	*CPU1003 Microcomputer Application	3
MTH1203 College Algebra	3	*ORT1002 College Orientation II	1
*Chapel	0	*Chapel	0
TOTAL	**17**	**TOTAL**	**17**
SECOND YEAR			
Third Semester		**Fourth Semester**	
Course	**Hrs.**	**Course**	**Hrs.**
*PED1001 Physical Education I	1	HUM2003 Humanities	3

PSY2003 General Psychology	3	ENG2803 World Literature	3
CHD2173 Management of Early Childhood Programs	3	CHD2143 Emergent Literacy for Early Childhood	3
POL2223 U.S. Gov't. & Politics	3	*ORT1004 College Orientation IV	1
SOC1003 Intro. Sociology	3	CHD2153 Cognitive Activities for Children (Math, Science & Social Studies)	3
HES2103 Health, Safety & Nutrition for Children	3	CHD2133 Infant and Toddler with Practicum	3
*ORT 1003 Orientation III	1	*PED1101 Physical Education II	1
*Chapel	0	*Chapel	0
TOTAL	**17**	**TOTAL**	**17**

*Chapel is a No Credit Course (Pass/Fail); Institutional Requirement for Graduation. (See Chapel Policy)

Students should adhere to the program plan / course outlook specified on the date of their admittance to Shorter College.

Students are required to earn a grade of "C" or greater for all classes, unless indicated with an (*).

Fall 2023-Spring 2024

Program Plan & Course Outlook

Associates of Arts in Criminal Justice

Associates of Arts in Criminal Justice			
FIRST YEAR			
First Semester		**Second Semester**	
Course	**Hrs.**	**Course**	**Hrs.**
ENG1313 Comp. I	3	ENG 1323 Comp. II	3
MTH 1203 College Algebra	3	PHY 1004 Physical Science/Lab	4
BIO 1004 Biology/Lab	4	ORT 1002 College Orientation II	1
*ORT 1001 College Orientation I	1	*CPR 1003 Microcomputer Application	3
SPC 1203 Speech	3	CRJ 2340 Court Systems & Practice	3
CRJ 1301 Intro to Criminal Justice	3	*PED 1001 Physical Education I	1
*Chapel	0	*Chapel	0
TOTAL	**17**	**TOTAL**	**15**
SECOND YEAR			
Third Semester		**Fourth Semester**	
Course	**Hrs.**	**Course**	**Hrs.**

SOC Intro. to Sociology	3	ENG 2803 World Literature	3
*ORT 1003 College Orientation III	1	HUM 2003 Humanities	3
PSY 2003 General Psychology	3	CRJ 2330 Correctional Systems &Practice	3
CRJ 2310 Fund. of Criminal Law	3	*ORT 1004 College Orientation IV	1
POL 2223 US Government	3	CRJ 2328 Police Systems & Procedures	3
*PED 1101 Physical Education II	1	PHR 1003 Philosophy & Religion/Major	3
Elective	3	*Chapel	0
*Chapel	0		
TOTAL	**17**	**TOTAL**	**16**

*Chapel is a No Credit Course (Pass/Fail); Institutional Requirement for Graduation. (See Chapel Policy)

Students should adhere to the program plan / course outlook specified on the date of their admittance to Shorter College.

Students are required to earn a grade of "C" or greater for all classes, unless indicated with an (*).

Fall 2023-Spring 2024

Program Plan & Course Outlook

Associates of Science in Entrepreneurship and Business Analytics

Associates of Science in Entrepreneurship and Business analytics			
FIRST YEAR			
First Semester		**Second Semester**	
Course	**Hrs.**	**Course**	**Hrs.**
ENG1313 Comp. I	3	ENG1323 Comp. II	3
*ORT1001 College Orient.	3	Physical Education and Health	3
SPC1203 Speech Comm.	3	BIO 1004 Biology (lab)	4
		BUS 2303 Principals of Entrepreneurship	3
BUS 1901 Principals of Microeconomics	3		
MTH 1203 College Algebra	3	BUS1303 Principal of Marketing	3
*Chapel	0	*Chapel	0
TOTAL	**15**	**TOTAL**	**16**
SECOND YEAR			

Third Semester		Fourth Semester	
Course	**Hrs.**	**Course**	**Hrs.**
SOC Intro to Sociology	3	HUM 2003 Humanities	3
Data Analytics for Business	3		
HIST 2003 American History	3		
Principals of Macroeconomics	3		
BUS 2103Bus. Law I	3	Internship	9
PHR Intro. to Philosophy & Religion	3	Enterprise Design Thinking	3
*Chapel	0	*Chapel	0
TOTAL	**18**	**TOTAL**	**15**

*Chapel is a No Credit Course (Pass/Fail); Institutional Requirement for Graduation. (See Chapel Policy)

Students should adhere to the program plan / course outlook specified on the date of their admittance to Shorter College.

Students are required to earn a grade of "C" or greater for all classes, unless indicated with an (*).

Fall 2023-Spring 2024

Program Plan & Course OutlookAssociates of Science in Entrepreneurship and Business Analytics

Associates of Science in Entrepreneurship and Business Analytics			
FIRST YEAR			
First Semester		**Second Semester**	
Course	**Hrs.**	**Course**	**Hrs.**
ENG1313 Comp. I	3	ENG1323 Comp. II	3
MTH 1203 College Algebra	3	SPC1203 Speech Comm.	3
CPU 1113 Programming Concept 1	3	Introduction to Entrepreneurship	3
BIO1004 Bio for Gen. Education	4	PHY 1003/01Physical Science/Lab	4
HIST 2003 American History/POL 2223 U.S. Government & Politics	3		
		PED 1101 Physical Education and Health	3
*Chapel	0	*Chapel	0

TOTAL	16	TOTAL	16
SECOND YEAR			
Third Semester		**Fourth Semester**	
Course	**Hrs.**	**Course**	**Hrs.**
SOC 1003 Intro to Sociology/2003 General Psychology	3		
Principals of Microeconomics	3	Principles of Macroeconomics	3
		Internship	9
Data Analytics for Business	3	Enterprise Design Thinking	3
Internship Preparation	3		
PHR Intro. to Philosophy & Religion	3		
*Chapel	0	*Chapel	0
TOTAL	**15**	**TOTAL**	**15**

*Chapel is a No Credit Course (Pass/Fail); Institutional Requirement for Graduation. (See Chapel Policy)

Students should adhere to the program plan / course outlook specified on the date of their admittance to Shorter College.

Students are required to earn a grade of "C" or greater for all classes, unless indicated with an (*)

ACADEMIC STANDARDS, POLICIES, AND PROCEDURES

To successfully guide students through the educational process, Shorter College has developed policies, rules and regulations. Students have a responsibility to acquire information regarding these policies, processes, rules and regulations by thoroughly studying the College catalog and the Student Handbook. To enhance their knowledge and/or clear up any misunderstanding, students should visit with their advisors periodically. Thereby, students can receive the academic advisement that is needed to ascertain the appropriate development of course schedules leading to the fulfillment of requirements for graduation in a timely manner.

One of Shorter College's major responsibilities is to provide special services that meet the educational needs of college students who are inadequately prepared for regular college work. Among these services are: (1) individualized instruction; (2) counseling; (3) tutoring; (4) a course called College Orientation and Career Developments; and (5) a well-planned series of learning activities, including classroom and laboratory work, in which under-prepared students may develop basic academic skills. These are the

components of Shorter College's Developmental Education Program.

ACADEMIC INTEGRITY

Shorter College is committed to the growth and learning of our students. Intellectual and moral growth requires an environment in which people deal with each other with truthfulness and integrity. The fair and straightforward representation of what one has actually learned, researched and/or written is the foundation of a healthy environment for learning. Professors, administrators, and students alike are responsible for upholding high moral and ethical standards of academic honesty in all academic endeavors. Shorter College is committed to the principle of academic freedom as it seeks to carry out its teaching and learning programs. Scholarly investigation is encouraged through research. Each instructional faculty member has freedom in the exposition of his/her subject and is free to discuss controversial issues within competency areas in the classroom, but must be careful not to introduce materials, which have no relation to the courses being taught.

DEGREE PLAN

After declaring a degree and emphasis, students are assigned an academic advisor who discusses the degree plan with them. The students' course of study is outlined for each semester. Students are to follow their degree plans and changes in their plans are only modified with the approval of their academic advisor. The students, their advisor, and the dean have copies of the degree plan.

CLASSIFICATION AND COURSE LOAD

A student who has completed less than thirty (30) semester hours is classified as a freshman. A student who has completed thirty or more semester hours is classified as a sophomore. A student with a semester course load of twelve or more semester hours is a full-time student. A student with a semester course load of eleven or fewer semester hours is a part-time student.

The normal course load for a freshman is 12-15 hours per semester; and for a sophomore, sixteen. The maximum course load for a freshman is seventeen hours per semester; and for a sophomore, eighteen. Students may be classified as a regular student enrolled in a program leading to an associate degree or a special student who is not pursuing a degree

DEFINITION OF CREDIT HOUR

Federal Definition of the Credit Hour: For the purpose of the catalog of this policy and in accordance

with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably appropriate:

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount t of time, or

2. At least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practicum, studio work, and other academic work leading to the award of credit hours.

MAXIMUM ALLOWABLE CREDITS AT (TEACHING SITES ONLY)

The Transnational Association of Christian College and Schools, Shorter College's accrediting agency, requires that students at teaching sites earn less than 50% of any educational program.

"PELL FOR STUDENTS WHO ARE INCARCERATED" EXPERIMENT

The "Pell for Students who are Incarcerated" experiment allows Shorter College along with other participating institutions to provide Federal Pell Grant funding to otherwise eligible students who are incarcerated in Federal or State penal institutions and who are eligible for release into the community, particularly those who are likely to be released within five years of enrollment in the program. This is an experimental sites initiative program offered under the Department of Education (ED). As such, this initiative permits statutory and regulatory flexibility for schools participating in the experiment.

The first cohort of incarcerated students began Fall 2016. Currently, it has not been determined as to whether or not the incarcerated students participating in this experiment will be able to complete 50% or more of the Entrepreneurial Studies Program being offered at any of the five approved teaching sites/locations. Once it has been determined and/or becomes more likely, TRACS will be notified and sought for guidance.

Shorter College has disclosed to these students all information about any portion of this program of study that, by design, cannot be completed while students are incarcerated. Shorter College has also disclosed options available for incarcerated students to complete any remaining program requirements post-release.

TEACHING SITE ALEXANDER YOUTH SERVICES CENTER

TRACS granted approval on March 6, 2015, and the U.S. Department of Education gave approval notice effective on September 1, 2015, for Alexander Youth Services Center to become an additional teaching site/location.

Currently, youth participating in this program will not be able to exceed completion of 50% or more of the educational program(s) offered at Alexander Youth Services.

Shorter College has disclosed to these students all information about any portion of this program of study that, by design, cannot be completed while students are incarcerated. Shorter College has also disclosed options available for incarcerated students to complete any remaining program requirements post-release.

Distance Education Courses/Programs

The courses and programs taught at Shorter College through multiple modalities are defined and governed thourgh the Distance Education faculty handbook. As the learning options continue to evolve, Shorter College continues to update its standards and accountability associated with distance learning.

INDIVIDUALIZED INSTRUCTION

A student who plans to graduate at the completion of the semester in which he/she is enrolled, and needs 3-6 hours to complete all academic requirements for graduation, may request permission to take an Individualized Instruction Course. Individualized Instruction Courses will be held only in the event of a schedule conflict or if the course necessary for graduation is not offered that semester. To registrar for an Individualized Instruction Course, the student must be a candidate for graduation and have at least a 2.0 grade point average. The student must request permission from his/her advisor. The advisor must then draw up a contract, which includes the course outline and requirements, to be authorized by the Dean of Academic Affairs. The authorized contract must be submitted to the registrar.

CLASS ATTENDANCE AND ADMINISTRATIVE WITHDRAWAL

Regular and punctual attendance in class is a key factor to success in college. Instructors establish attendance policies for their respective classes, and they are to go over these policies within the first week of classes to make sure that each student is aware of them. Students are to adhere to those polices. Attendance will be recorded beginning the first day of class, or the first day the student registers for the class; whichever is later. The student is responsible for all assigned work, including work which occurred prior to the student enrollment in the class. The

student is responsible for reading all the contents of each course syllabus and related requirements in the Catalog and the Student Handbook.

Instructors may initiate an administrative withdrawal for any student. The instructor must complete and submit the administrative withdraw form to the Registrar's Office, where all required approvals will be obtained. The instructor will be notified if the administrative withdraw form is approved.

NOTE: Any reinstatements after this period (or prior to the approval of an administrative withdrawal) will be at the discretion of faculty. See all Financial Aid Policies in the Academic Catalog regarding the effect of withdrawal on financial aid.

GRADING

Shorter does not require its instructors to use any method of grading nor to have a prescribed distribution of grades. Instructors are required to evaluate students' progress and appraise the quality of their work. Instructor must choose or develop methods and criteria to be used in grading that are applicable to the course that he or she is teaching. Methods and criteria to be used in determining grades for each course must be included in the course syllabus and explained to students enrolled in the course at the beginning of each semester in which the course is offered.

In reporting grades, instructors use the traditional letter grades sometimes modified by pluses or minuses. The grades correspond to grade point values as follows:

Grades	Grade points per semester hour
A	4.0
B	3.0
C	2.0
D	1.0
F	0
I (Incomplete)	0
W (Withdrawn)	0
XF (Unearned F-excessive absences	0
PP (Pass for Remedial Courses)	0
FF (Fail for Remedial Courses)	0
XW (Administrative Withdraw)	0

To compute a semester grade-point average: (1) multiply the number of credits per course by the grade points for the course; (2) Add the credit hours taken for the semester; (3) Determine the grade points for each course by multiplying the number of credits for the course and the grade points for the grade earned. (4) divide the total grade points by the total credits. For example, if a student has taken a three-credit course in mathematics, a three-credit course in history, and a three-credit course in English then the student's grade-point average is computed as follows:

	Grade Received	Credit Hours	Number of Credits multiplied by Point Value per grade	Total Credits and Grade Points
English	A	3	3 (credits) x 4 (grade points value of an A)	12
Mathematics	B	3	3 (credits) x 3 (grade points value of a B)	9
History	C	3	3 (credits) x 2 (grade points value of a C)	6
	Total Credits	**9**	**Total Grade Points**	**27**

Total of Grade Points	27
Total Credits	9
Grade-Point Average (GPA)	**3.0** (27÷9)

MID-TERM AND FINAL EXAMINATIONS

Mid-term and final examinations are scheduled for all courses at the mid-point and the end of the semester. If students have some emergency situation as determined by the institution and/or other officials, arrangements must be made with the instructor and official documentation must accompany the request.

ADD AND DROP POLICY

A student who wishes to add a course may do so by completing the appropriate add/drop form in the Registrar's Office by the add and drop a summer session. Students who fail to follow this procedure may not receive a grade for such courses.

A student may officially drop a class anytime during the semester. If a student drops the class or leaves school after two weeks into a regular semester or after three days into a summer session, a grade of "W" is awarded. In all cases, it is the student's responsibility to make sure that the proper forms are completed.

WITHDRAWAL

A student is considered officially withdrawn (from a course or the institution) when the withdrawal forms are completed and signed in the Registrar's office. A student who has notified any faculty or staff member that he or she is withdrawing from the institution is deemed officially withdrawn when the faculty or staff member notifies the Registrar's office. Failure to complete the necessary procedure(s) will constitute improper withdrawal and may result in a failing grade. Additionally, account balances are immediately due upon withdrawal. Failure to attend class or merely to notify an instructor of the intent to withdraw will not be regarded as an official withdrawal.

INCOMPLETE POLICY

An "I" grade is intended to be only an interim course mark. It is to be used only if a student has performed satisfactorily (hereby defined as a C average or better), has completed at least 75% of the course requirements, and there is an excusable reason for his or her not having completed all requirements prior to grade reporting time. With the awarding of the "I" the instructor must include information on the Grade Reporting Form as to the specific requirements for changing the "I" to a permanent grade. Requests for removal of incomplete grades must be made by the faculty member directly to the Office of the Registrar.

Students may obtain credit for courses in which their grades are “incomplete” only by completing the work of the course in a satisfactory manner within one year of the date the “I” is awarded or the end of the next term that course is offered. If this is not done, the grade in the course automatically results in a failure (“F”). The grade of “I” (Incomplete) shall be neutral in the calculation of the grade point average. A grade of Incomplete must be changed to a permanent grade by the instructor within the time limit specified by submitting the proper Incomplete Grade Report Form to the Office of the Registrar. Delinquent Incomplete Grade Report Forms will not be requested or processed without the approval of the Dean and Associate Dean for Academic Affairs. This approval must be received by the Registrar’s Office no later than 45 days after the expired semester.

A student does not need to re-register for a course in order to remove an “I” grade.

REPEAT POLICY

Any student who registers for credit for any course and who satisfies the requirements shall receive credit for that course; however, no student shall receive credit for the same course twice, unless the course description specifically states that the course may be repeated for credit.

Students may repeat courses to improve their grade point averages. Only the highest grade will be included in his or her grade point average. Credit will be allowed only once. All grades will be included on the student’s records. This policy applies only to courses repeated at Shorter College.

A student who fails a required course should repeat the course at the next opportunity. A student may be encouraged to repeat an elective course in which he or she receives a grade of “F” by his or her advisor or Dean of Academic Affairs.

A student may receive federal financial aid for any repetition of a course as long as the student has never passed the course. However, once a student has passed a course, the student may receive federal financial aid for only one retaking of that course. A student may not receive federal financial aid for any second or subsequent repetition of a passed course, and a second or subsequent repetition of a passed course (a grade of C or above) may not be counted toward the student’s enrollment status for federal financial aid purposes.

Remedial coursework will not count towards the student’s grade level progression; however, students taking accelerated coursework need to have taken these (Accelerated) courses before they reach 30

credit hours.

Any student registered in Accelerated Classes (Remedial or Developmental courses) your cumulative GPA is calculated based on the number of college credits earned and attempted. See the table below.Grades Grade points per semester hour

A.....	4.0
B.....	3.0
C.....	2.0
D.....	1.0
F.....	0
I (Incomplete).....	0
W (Withdrawn).....	0
XF (Unearned F-excessive absences……	0
PP (Pass for Remedial Courses) …….....	0
FF (Fail for Remedial Courses) ……	0
XW (Administrative Withdraw) …….	0

AUDITING COURSES

A student will be permitted to audit a maximum of six semester hours during a semester (three semester hours during a summer session) if the student secures the permission of the instructor of the course and the registrar. Audit students will pay the course fee as indicated under the section on “Fees and Expenses”.

ACADEMIC HONORS

The Dean prepares a Dean’s List at the end of each semester. Each list contains the names of all full-time students who have earned a 3.0 average or above for the semester.

A President’s Honor Roll is prepared at the end of each semester. The names of all full-time students who have earned an average of 3.75 or better for the semester and have received no grade lower than a “C” in any course taken during the semester will be placed on the Honor Roll.

Graduation honors are recognized in three categories: with honor, with high honor, and with highest honor.

GRADUATION REQUIREMENTS

In order to qualify for an associate degree from Shorter College, students must complete at least sixty-four semester hours of college work, specifically all of the general education requirements, with a 2.00 cumulative grade point average. The last thirty hours of work for the associate degree and certificates must be taken in residence. To qualify for an associate degree from Shorter College, students must complete at least sixty-four semester hours of college work, specifically all of the general education requirements, with a 2.00 cumulative grade point average. The last thirty hours of work for the associate degree and certificates must be taken in residence.

All students graduating are required to take an exit examination. This is required for students to obtain their diploma. The Office of Academic Affairs will inform students about the dates and times. The exam is normally administered at the end of the Spring semester for graduating seniors. It may also be administered at the end of the Fall semester for students graduating at the end of the Fall semester.

APPLICATION FOR GRADUATION

All prospective graduating students are required to submit an application for graduation to the registrar's office. Commencement ceremonies are held once a year at the conclusion of the spring semester. Students may participate in the commencement ceremony if they complete all requirements for graduation by the fall semester (December), spring semester (May) or the summer session following the spring semester.

DEGREE REPRINT

Degrees reprints are permitted, at the cost of $25.00 (twenty-five dollars per print).

ACADEMIC CLEMENCY

Shorter College has a policy whereby students who were not enrolled in a college or university for a ten year period may petition the Registrar's Office to have grades and credits earned prior to that period removed from consideration in their cumulative grade point average. The Dean of Academic Affairs approves the request for academic clemency.

ACADEMIC PROGRESS

The purpose for establishing standards for satisfactory academic progress is to identify students whose progress toward degree or certificate completion is below average in terms of grade point average. The

intent is to provide assistance to those students so that their GPA will reach acceptable standards for graduation. A student who will be graduating from Shorter College must have a GPA of 2.00 or better.

Minimum Grade Point Average

Students must maintain the following minimum cumulative grade point (GPA) averages to be in good academic standing. The minimum GPA requirement is based on the number of attempted hours.

Hours Attempted	1 – 15	16 – 30	31 and above
Minimum Cumulative GPA	1.50	1.75	2.00

Pace or Successful Completion of Course Work Attempted

To be considered as progressing successfully, students must complete at least 67% of all attempted credit hours. Successful completion of a course is defined as a passing grade. Grades of W (withdrawn), XW (Administrative Withdraw), F (failed), XF (unofficial withdrawal) or I (incomplete) are not considered successful completion. Pace is calculated using the following formula:

$$\frac{\text{Cumulative number of hours student successfully completed}}{\text{Cumulative number of hours student attempted}}$$

Academic Warning

Academic warning is a probationary condition. Students who are on academic warning may still be eligible for financial aid.

Students on academic warning must repeat courses in which a "D" or "F" have been earned. They are encouraged to meet with a College Advisor to select their courses. Students on academic warning whose GPA does not reach the minimum standard by the end of the warning term will be academically suspended.

***Early Registration Options**: Academic warning students who are currently enrolled MAY NOT register for the term. Academic warning students who are not currently enrolled may register early for the following term per the recommendation of the Office of Academic Affairs or the Office of Financial Aid.*

Academic Suspension

Students on academic warning who do not achieve the minimum cumulative GPA by the end of the probationary

term will be suspended. Students suspended from Shorter College may register provided they successfully complete the proper readmission procedure (appeal process) and are successfully approved for readmission.

Suspended students must petition the college to be readmitted. Petition forms are available in the Registrar's Office. A readmission petition may be approved by the college administration for good and sufficient reasons. A petition is valid only for the term it is submitted. A readmitted student may be subject to specific course and credit hour restrictions. **Suspended students who are readmitted must repeat courses in which they received a "D" or "F".** The petition facts, circumstances, and outcomes must be documented in the institution's records to establish a student's eligibility for assistance under federal financial assistance programs. Students may be required to produce corroborative documents to complete the petition process.

Early Registration Option*: A suspended student who is readmitted and is currently enrolled may not register early for the following term. A suspended student who is not currently enrolled and whose petition is approved for the following term or semester may register early.*

ACADEMIC HONESTY / ACADEMIC MISCONDUCT

Academic misconduct is any activity that tends to compromise the academic integrity of the College or subvert the educational process. Examples of academic misconduct include, but are not limited to:

1. Violation of course rules as contained in the course syllabus or other information provided to the student; violation of program regulations as established by departmental committees and made available to students,
2. Knowingly providing or receiving information during examinations such as course examinations and candidacy examinations; or the possession and/or use of unauthorized materials during those examinations,
3. Knowingly providing or using assistance in the laboratory, on field work, or on a course assignment, unless such assistance has been authorized specifically by the course instructor,
4. Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged, word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas,
5. Submitting substantially the same work to satisfy requirements for one course that has been submitted in satisfaction of requirements for another course, without permission of the instructor

of the course for which the work is being submitted,

6. Falsification, fabrication, or dishonesty in reporting laboratory and/or research results,
7. Serving as, or enlisting the assistance of a substitute for a student in the taking of examinations,
8. Alteration of grades or marks by a student to change the earned grade or credit,
9. Alteration of academically related college forms or records, or unauthorized use of those forms; and
10. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding, or altering resource material, or manipulating a grading system.

Any cheating or other act of academic dishonesty will be punished by an automatic "F" on that academic work. Other sanctions may be applied as well. See the college student handbook for specific examples of academic dishonesty, and possible sanctions.

ACADEMIC COUNCIL

Membership

The membership of the Academic Council is recommended by the Academic Dean and approved or appointed by the President of the College. The members shall include the chief academic officer (Dean), full-time and part-time faculty, registrar/admission officer, and recruitment/enrollment management officer. There is no term of office for membership in the Academic Council, but members may be removed or reappointed by the President of the College during each semester. All members have equal voting rights, except for the Academic Dean who only votes to break a tie. Each member of the Academic Council has one vote.

Functions of the Academic Council

The Academic Council is primarily responsible for the following:

- Reviewing and making recommendations for changes in academic programs, curriculum, and class offerings.
- Reviewing and approving the list of graduating sophomores for meeting the graduation requirements.
- All matters pertaining to Academic Misconduct

Academic Council Operating Procedures

A. Modification of Curricula and Degree/Career Programs

Academic Council is responsible for reviewing and recommending changes in the curriculum. The Council meets monthly, on the second Tuesday of each month. The Chief Academic Officer (Academic Dean)

serves as the chair of the Academic Council and presides over all meetings, unless otherwise designated. The secretary of the Council, who is appointed by the Dean, is responsible for taking minutes, reporting minutes of the previous meeting and contacting/notifying members of about a Council's scheduled meeting or emergency meeting.

During each academic year, the Council may review academic and career programs, undergraduate curricula, or class offerings for addition, deletion, and modification. A faculty or a member of the Council who wishes to propose a curriculum change may do so by submitting a written proposal the Academic Council. The Council shall discuss the proposal and make decision using the following procedures outlined below:

1. Any changes, such as additions or deletions of individual courses, or academic or career programs may be submitted on the appropriate forms through the Dean's office. Such changes normally will take effect in the coming semester.

2. Any proposal for a new degree program or career program is considered a significant modification and should be initiated only after the faculty (initiator) has consulted with the Dean and they have agreed to proceed. Thus, there must be a joint decision or agreement by the proposing faculty and the Dean to proceed with the proposal. However, the proposal must be sufficiently developed before it is discussed and finalized at the Academic Council meeting.

3. The proposal for a new degree or career program must meet the following factors in order to be considered: 1) Availability of funding; 2) Stakeholders' support; 3) Needs assessments; and 4) Relevance to the mission and goals of the College.

B. Meeting Graduation Requirements

Students' academic progress must be evaluated at the end of the first academic year of enrollment, preferably at the end of spring semester. The student's advisor, who may be a full-time or adjunct faculty, department head, or academic dean, is responsible for performing the academic evaluation. During the fourth semester, a prospective graduating student is required to complete an application form for graduation and request an evaluation of his/her academic progress for meeting graduation requirements.

A student is considered meeting graduation requirements if he/she has completed 50 or more credit hours and is enrolled in the remaing16 or less credit hours during the final semester. A total of 64 credit hours are required for graduation with an Associate of Arts degree at Shorter College. However, the student must ensure that the credits completed must be those prescribed by the College in the degree requirements.

1. **Appeal for Non-satisfactory Academic Requirements**

A student may submit a written appeal to the Academic Council if he/she feels unsatisfied with the evaluator's assessment of degree meeting requirements or believes that he/she was wrongly excluded from the graduating class list for graduation.

2. **Appeal Procedures**

If a hearing is to be held, written notification will be provided. The notice may be hand delivered or mailed to the last known address of the student, either by certified mail or first-class mail, no fewer than ten (10) calendar days prior to the hearing. Unless already provided to the student, the notification will include the charge(s), date, time, and location of the hearing, the designated hearing officer or panel, a statement of the student's rights, and information on the hearing procedures. The accused student may request a postponement for reasonable cause or a hearing separate from other accused persons. A request for a postponement for reasonable cause must be made in writing, include supporting rationale, and be received by the person sending the hearing notification at least two (2) business days before the scheduled hearing.

3. **Hearing procedures**:

Although the procedural requirements may or may not follow a formal procedure, it must ensure fairness. However, the following procedures will apply and, unless already provided to the student, be included within the hearing notice:

1. Attendance at hearings is limited to those directly involved or those requested by the Dean to attend. The Dean will take reasonable measures to assure an orderly hearing, including removal of persons who impede or disrupt the proceedings.

2. The appealing student may have an advisor throughout the hearing. The advisor may only counsel the student and may not actively participate in the hearing unless clarification is needed as determined by the chair or Council.
3. The appealing student may submit a written statement, may invite relevant witnesses to attend, may ask questions of witnesses called by others, and will be notified of potential witnesses to be called. The College may present witnesses as well as question those presented by the accused.
4. Written statements may be used if, for good reason, a witness cannot attend the hearing. Written statements must be notarized if other clear evidence of authenticity is lacking.
5. In cases requiring special expertise, the Chair may appoint individuals with appropriate expertise to serve as consultants to the Council. The consultants may be present and provide information as called upon during the hearing but will not vote.

C. Committee on Academic Misconduct

The Chair for the Council shall investigate or establish procedures for the investigation of all reported cases of student academic misconduct. Students and members of the faculty should recognize that the rules regarding academic misconduct apply to all scholarly activities associated with undergraduate education. Since the nature and scope of these scholarly activities can vary among the academic/career programs, students must understand the specific requirements of academic integrity for the College and programs.

D. Academic Misconduct, Procedures and Rules

Examples of Academic misconduct have previously been given above. In the event of alleged academic misconduct, the college shall follow its codes and procedures, which can be obtained in the student handbook and/or faculty handbook. The Chair or Council may refer complaints to the Office of Student Services, if it is determined that the academic misconduct allegation is incidental to some other misconduct. All complaints of academic misconduct shall be reported to the Chair of the Council. Students have an obligation to report suspected misconduct. The Council chair (the Academic Dean), without vote convenes a meeting when a quorum for a hearing has no less than four (4) voting members of the Council present. The appeal proceedings shall include no less than one (1) student member and two (2) faculty members.

1. Suspected Academic Misconduct

When a student is suspected of academic misconduct, the instructor should make every effort to inform the student of the allegation. The presence of a colleague with the instructor at any subsequent meeting with the student is recommended.

The instructor shall prepare a typed written report on department letterhead on the alleged academic misconduct. The report should be as complete as possible and should have all relevant evidence attached. The report should identify the student's name and identification number, and the call number of the course in which the alleged misconduct occurred. Whenever possible, original documents, such as the alleged plagiarized paper, examination, printouts, etc., should be submitted.

Sources of plagiarized material should be provided with passages that are alleged plagiarized and clearly marked. A copy of the course syllabus should be included. The instructor of record for the course, if different from the person observing the alleged misconduct, must provide a letter acknowledging that charges are being brought forward. The coordinator may request additional information to clarify the charges.

Students suspected of academic misconduct, whether acknowledging involvement or not, should be allowed to continue in the course without prejudice, pending action by the Council. If the course ends before the Council has acted, the instructor should assign the student the grade of "Incomplete" in accord with college policy. The alternate grade for the Incomplete should be that which would be given if the student were not found in violation of the Code of Student Conduct.

The Academic Dean should be informed of the allegations of academic misconduct.

The Chair, on behalf of the Academic Council, will notify the accused student(s) of the charge of Academic Misconduct and, whenever possible, provide the student with a copy of the materials that have been received regarding the case.

2. Notice of Charges

Students shall be notified of college charges in writing, unless a more effective form of notification is deemed appropriate. Charges may be presented in person or by mail to the accused student's local or permanent address on file in the office of the Registrar. All students are required to maintain accurate and current local and permanent addresses with the Registrar. Following notification of charges, students are

encouraged to and shall be afforded the opportunity to meet with a college official for the purpose of explaining the college judicial process and discussion of the charges. Failure of the accused student to respond to the initiation of charges or schedule a preliminary meeting shall in no way prevent the college from scheduling and conducting a hearing in the absence of the accused student.

3. Administrative Decision

In all cases, a student charged with one or more violations of the Code of Student Conduct has the right to a hearing. However, in a case where a charged student admits such violations in writing, the student may request in writing to have a decision as to appropriate action made administratively by the Academic Dean rather than have the charges referred to a panel or committee for a hearing. In such situations, the student waives the right to a hearing and the related procedural guarantees provided by a panel or committee hearing. Following an administrative decision, the student retains the right to request an appeal of the original decision but may do so only upon the ground that the sanction is grossly disproportionate to the offense committed.

4. Notice of Hearing

If a hearing is to be held, written notification will be provided. The notice may be hand delivered, placed into a student's residence hall mailbox, or mailed to the last known address of the student, either by certified mail or first-class mail, no fewer than ten (10) calendar days prior to the hearing. Unless already provided to the student, the notification will include the charge(s), date, time, and location of the hearing, the designated hearing officer or panel, a statement of the student's rights, and information on the hearing procedures. The accused student may request a postponement for reasonable cause, or a hearing separate from other accused persons. A request for a postponement for reasonable cause must be made in writing, include supporting rationale, and be received by the person sending the hearing notification at least two (2) business days before the scheduled hearing.

5. Hearing procedures

Although the procedural requirements are not as formal as those existing in criminal or civil courts of law, to ensure fairness, the following procedures will apply and, unless already provided to the student, be included within the hearing notice:

1. Attendance at hearings is limited to those directly involved or those requested by the Dean to attend. The Dean will take reasonable measures to assure an orderly hearing, including removal

of persons who impede or disrupt the proceedings.

2. The accused student may have an advisor throughout the hearing. The advisor may only counsel the student and may not actively participate in the hearing unless clarification is needed as determined by the chair or Council.
3. The accused student may submit a written statement, may invite relevant witnesses to attend, may ask questions of witnesses called by others, and will be notified of potential witnesses to be called. The College may present witnesses as well as question those presented by the accused.
4. Written statements may be used if, for good reason, a witness cannot attend the hearing. Written statements must be notarized if other clear evidence of authenticity is lacking.
5. In cases requiring special expertise, the Chair may appoint individuals with appropriate expertise to serve as consultants to the Council. The consultants may be present and provide information as called upon during the hearing but will not vote.
6. Students are entitled to a presumption of innocence. Therefore, a student will not be found in violation unless a preponderance of the evidence supports the charge(s).

E. Attendance

Because the most accurate and fair review of the facts can best be accomplished when all parties are present, the accused is expected to attend and participate. If an individual does not choose to attend a hearing, the charges will be reviewed as scheduled based on the information available, and a decision will be made. Although no inference may be drawn against a student for failing to attend a hearing or remaining silent, the hearing will proceed, and the conclusion will be based on the evidence presented. No decision shall be based solely on the failure of the accused student to attend the hearing or answer the charges.

9. Record of Proceedings

A single record consisting of written notes, tape recording, or other method selected by the coordinator, will be made of all hearings. Such records will remain the property of the College but will be made available to the accused for review during the appeal period. A written notice of the decision and, if found in violation, information regarding appeal procedures will be provided to the accused student.

F. College Sanctions

General Guidelines for Sanctions

Sanctions should be commensurate with the violation(s) found to have occurred. In determining the

sanction(s) to be imposed, the Council should consider any mitigating circumstances and any aggravating factors including, but not limited to, any past misconduct by the student, any failure of the student to comply fully with previous sanctions, the actual or degree of intent and motivation of the student in committing the violation, and the severity and pervasiveness of the conduct that constituted the violation. One or more of the following courses of action may be taken when a student has been found to violate the Code of Student Conduct.

1. Informal Admonition

An oral or written admonition issued by the Council resulting from the student's misconduct. No formal charges, hearing, or other compliance with the Code of Student Conduct is required before the issuance of an informal admonition. However, following issuance of an informal admonition, the student shall be entitled to a hearing upon written request, under the procedures provided in the Code of Student Conduct. A written request for such a hearing must be filed with the University official who administered the informal admonition, within five (5) working days of the student's receipt of the informal admonition. An informal admonition shall not be considered a disciplinary sanction but may be considered in any subsequent hearings.

2. Disciplinary Sanctions

(1) Formal reprimand: A written letter of reprimand resulting from a student's misconduct.

(2) Conduct probation: This probationary condition is for a specified period (quarters of enrollment) but without loss of privileges. Further violation of college policies during the probationary period will be viewed not only as the act itself, but also as a violation of the probation, which could result in disciplinary probation, suspension, or dismissal.

(3) Disciplinary probation: This probationary condition is in effect for a specified period (quarters of enrollment) and may involve the loss of specified privileges. Further violation of college policies during the probationary period will be viewed not only as a violation based upon the act itself, but also as a violation of the probation, which shall result in further action up to and including suspension or dismissal.

4) Suspension: Suspension is a sanction that terminates the student's enrollment at the University for a specified period. Satisfactory completion of specified stipulations may be required for readmission at the end of the suspension period.

(5) Dismissal: Dismissal is a sanction that permanently separates a student from the College without the opportunity to re-enroll in the future.

3. Conditions of suspension and dismissal

A student who has been dismissed or suspended from the college shall be denied all privileges afforded a student and shall be required to vacate campus at a time determined by the hearing officer or panel. In addition, after vacating campus property, a suspended or dismissed student may not enter upon campus and/or other college property at any time, for any purpose, in the absence of express written permission from the Dean of Student Services or his/her designee. To seek such permission, a suspended or dismissed student must file a written petition to the Dean of Student Services for entrance to the campus for a limited, specified purpose, or to have the terms of this condition modified or reduced.

4. Failing or Lowered Grades

In cases of academic misconduct, the Council may authorize the instructor to award a failing or lowered grade in the course, a loss of credit on the assignment or examination, and impose any of the above-listed sanctions including suspension or dismissal from the University.

If a student drops a course after being notified by the course instructor or the Academic Council of allegations of academic misconduct, and the student is found subsequently to be “in violation” of the Code of Student Conduct and the authorized grade sanction is a failing grade in the course, the student will be re-enrolled in the course in which the academic misconduct occurred and given a failing grade. This policy does not apply if (1) a student drops a course before he/she is notified of the allegations of academic misconduct or (2) a student drops the course after being notified of allegations of academic misconduct and the grade sanction is anything other than a failing grade in the course.

(E) Other Sanctions

1. If a student is suspended, a “disciplinary suspension” notation is added to the student’s transcript. The student may request that this notation be removed from his/her transcript once the conditions of the suspension have been met. This request must be submitted to Council.
2. If a student is dismissed, a “disciplinary dismissal” notation is added to the student’s transcript. This notation is permanent.

G. Appeal Process

(A) Right to appeal: A student found to have violated this Code has the right to appeal the original decision. An appeal of a decision must be submitted in writing and postmarked, or hand delivered to the Council Chair (Academic Dean) or a designee, within ten (10) calendar days after the date on which written notice of the decision is sent to the student. Each student shall be limited to one appeal. The decision of the Council Chair is final.

1. **Grounds for appeal**

An appeal may be based only upon one or more of the following grounds:

(1) Procedural error,
(2) Misapplication or misinterpretation of the rule alleged to have been violated,
(3) Findings of facts not supported by a preponderance of evidence,
(4) Discovery of substantial new facts that were unavailable at the time of the hearing; and
(5) That the disciplinary sanction imposed is grossly disproportionate to the violation committed.

2. **Appeal proceedings**

(1) The Council Chair shall dismiss the appeal if the appeal is not based upon one or more of the grounds set forth in Section (B) above.

(2) The Council Chair may decide the appeal based upon a review of the record.

(3) The Council Chair may request additional written information or an oral presentation from any relevant person(s) and then decide the appeal based upon the enhanced record.

(D) Possible dispositions by the Council Chair.

The Council Chair may, after a review of the record, uphold the original sanction, dismiss the original sanction, or impose a lesser sanction.

3. **Minor deviations from procedure**

A student and the Council Chair may agree in advance to minor deviations from procedure. Such deviations are not then subject to appeal. Other minor deviations are acceptable if such deviations are not found upon appeal to be unreasonably harmful to the student.

H. The Council's Records on Academic Misconduct

Records are considered confidential. Copies of sanction letters are sent only to those college officers with a valid need to know, such as the Registrar, Dean of Student Services, and Academic Dean, which retains notations of records of students found in violation of academic misconduct for a minimum of ten years.

If a student is suspended or dismissed from the college, the Office of the Registrar is informed, and an appropriate notation ("disciplinary suspension" or "disciplinary dismissal") is added to the student's transcript. Once the conditions of a disciplinary suspension have been fulfilled, a student may request that the "disciplinary suspension" notation be removed from his/her transcript. Since "dismissal" from the University is permanent, a "disciplinary dismissal" notation on a transcript is also permanent.

1. Confidentiality and Release of Records

The Federal and State governments have adopted legal requirements designed to protect the privacy of students' educational records maintained by various College offices and to provide for the students' right to access the educational records. Generally, any information from these records may not be released to individuals outside the College community by the custodian of the records without permission of the individual whose record it is, and any individual has the right to see his or her own educational records.

TRANSCRIPTS

To request a transcript, a student must complete a "Transcript Request Form" and return it to the Registrar's Office. These forms are available in the Registrar's Office. The form is also available online.

STUDENT GRIEVANCE POLICY AND PROCEDURES

Student Grievances

A grievance is a formal complaint made by a student arising from an alleged action of the College or any of its faculty members, administrators, staff or students. Such action is one that is claimed to be

unauthorized or unjustified and adversely affects the status, rights, or privileges of the student, including actions based on race, color, religion, gender, sexual orientation, ethnicity, age or disability.

Any student who has a complaint shall make a reasonable effort to resolve the matter on an informal basis before initiating a grievance. Student may request a grievance hearing. A grievance hearing committee will be organized, and a committee decision will be presented to the Dean of Student Affairs, Dean of Academic Affairs, and President.

All student grievances proceeding correspondence will be handled via email or otherwise documented and placed in a secure file. An electronic copy of all correspondence will also be maintained. Copies of this information will be placed in the student's official school file.

Student Grievance Policy

A grievance shall herein be defined as any act allegedly depriving a student of any the rights set forth in the statement of "Student Rights and Responsibility", or any State Federal, or local codes.

Student Grievance Procedure

Informal Action

The student (or group of students), who believes that an injustice has been done to him/her (them), shall first attempt to resolve the complaint by informal discussion with the employee(s) involved.

If the problem is not resolved in Step 1, an informal discussion should take place with the person at the lowest level of authority directly above the person(s) at which the complaint is directed, where authority exists to take corrective action.

The Dean of Student Affairs shall attempt to resolve the problem through informal meeting and discussion among the pertinent parties while remaining neutral on all issues involved. This informal meeting and discussion will attempt to involve the levels of administration concerned with the problem and should be completed within ten (10) school days. In the event the informal procedure fails, the formal procedure would be implemented.

Formal Action

The grievant may obtain a student grievance form from the office of the Dean of Student Affairs. After completion of this form, specifying the time, place, nature of the complaint and remedy or correction requested, it should be submitted to the Student Affairs Dean. This request must be

submitted within (5) five school days after the failure of the informal procedure. A day is defined as any day Monday through Friday that all normal college business is conducted.

The Dean of Student Affairs shall call a meeting of the Student Grievance Hearing Committee. This committee is comprised of the Dean of Student Affairs, the administrative designee, the Faculty Senate President or designee, and the Student Government President or designee. The Dean of Student Affairs serves as chair of the committee and shall not have a vote on the committee's decision. The Faculty Senate selects four voting members and submits names to the Dean of Student Affairs. The administrative designee shall serve as the Hearing Committee Executive Secretary, a voting member of the committee, and shall keep necessary records of the hearings. Grievance Committee members are to deal with all grievances in a confidential manner, except when both parties agree to a public hearing.

Formal Hearing

The Student Grievance Hearing Committee shall conduct its proceedings according to the following procedures:

The Student Grievance Hearing Committee must meet within ten (10) school days after informal action has been completed and grievant has requested a formal hearing.

The chair must notify both parties involved within five (5) school days before the hearing along with the written complaint, a copy of the Statement of Student Rights and Responsibilities, and a copy of the Grievance Policy.

Four members shall constitute a quorum by which business may proceed. The quorum must include at least one student member, one faculty member, and one administrative member.

Both parties shall have the right to present personal statements, testimonies, evidence, and witnesses. Each party shall have the right to be present, to be accompanied by the person of this choice, and to question witnesses who are present.

The Student Grievance Hearing Committee shall discuss the charge, hear the testimony, examine the witnesses, and receive all available evidence to the charge.

The hearing shall be closed to the public unless otherwise agreed upon in writing by both parties.

The Student Grievance Hearing Committee shall make decisions in private. The Committee shall record all findings and decisions. Copies of the findings and decisions, including majority and minority reports, are to be sent to each party and the College President. The Committee's decision shall be final unless appealed.

A recording of the proceedings shall be kept in a confidential file in the Office of Student Affairs and shall be available upon request to parties directly from the personnel files of the participants. After a period of four years, the grievance file shall be destroyed.

Reprisals of any kind will not be taken by the Board of Trustees or any of its agents, any party of interest, or any other participant in the grievance procedure by person of such participation.

Evidence and testimony given in each case presented shall not be the sole cause of initiating or filing further grievances.

If the grieved party does not respond within the time limits defined herein, the grievance is considered terminated, and no further action will be taken.

The number of working days indicated at each step herein should be considered a maximum and every effort must be made to expedite the process. Time limits may be extended by mutual consent in writing or by decision of the Student Grievance Hearing Committee.

The Student Grievance Hearing Committee should attempt to reach a decision by discussion and consensus on a workable solution. Voting should be the last course of action.

The Appeal Process

If either party is dissatisfied with the recommendation of the Student Grievance Hearing Committee, he/she may appeal within ten days to the college president, if the President is not a party to the grievance. If the President is a party to the grievance, and the other party is dissatisfied with the recommendation of the Hearing Committee, an appeal may be submitted directly to the Board of Trustees.

Upon receiving the findings and recommendations of the Hearing Committee, and after examination of the appeal as requested by either party, the president may accept or reject the committee's decision.

If the President rejects the committee's decision, he/she shall submit his/her decision with the stated reasons for the objection to the Student Grievance Hearing Committee within ten school days. The Student Grievance Hearing Committee shall reconsider its decision within five school days and resubmit it to the president for his/her final decision.

The President shall send his/her final decision to both parties and the Faculty Senate within five school days. An appeal of the president's decision may be submitted to the Board of Trustees by either party. If unresolved, the appeal must be submitted within ten school days after the president's decision. The Board may review the appeal at its earliest reasonable opportunity before making a final determination of the matter on the college level.

In the event that a student, faculty or staff member matriculates through the adopted and approved grievance process, outlined in the Human Resource Manual, Student Handbook, and/or Faculty and Staff handbook, and believes that the resolution reached remains unacceptable, the student has the right to escalate said grievance by filing a complaint with a relevant and appropriate government agency outside of the Shorter College campus.

One such agency is the Transnational Association of Christian Colleges and Schools (TRACS). The student may reach TRACS by mail at P. O. Box 328, Forest, VA 24551: by Telephone at (434)-525-9539; or by E-mail at info@tracs.org. The above process may be followed related to any relevant and appropriate government agency.

Another agency is the Arkansas Department of Higher Education. Students must follow the institution's published student grievance process before contacting the Arkansas Department of Higher Education (ADHE). Grievances regarding student grades or conduct violations are governed entirely by institutional policy and Arkansas law and will not be considered by ADHE. If a student must report an unresolved grievance, the student may contact ADHE at ADHE_Info@adhe.edu. Resolutions by ADHE are final. Students must submit a written grievance to ADHE. The grievant also must provide written documentation from the college/university verifying that the institution's appeal process has been followed. Institutions must inform ADHE of all unresolved formal grievances annually.

SHORTER COLLEGE STUDENT COMPLAINT/GRIEVANCE FORM

Student Grievances

A grievance is a formal complaint made by a student arising from an alleged action of the College or any of its faculty members, administrators, staff or students. Such action is one that is claimed to be unauthorized or unjustified and adversely affects the status, rights, or privileges of the student, including actions based on race, color, religion, gender, sexual orientation, ethnicity, age or disability.

Student Information

Student Name:

Address:	City/State/Zip:
Student ID#:	Semester & Year:
Home Phone Number:	Work Phone Number:
Cell Phone Number:	Email address:

Complaint/Grievance Information Reprisals of any kind will not be taken by the Board of Trustees or any of its agents, any party of interest, or any other participant in the grievance procedure. To do so constitutes a violation of college policy.
Name of Individual and/or department against whom the complaint/grievance is filed:
Describe your complaint/grievance in detail. Include date/s of occurrence (be as specific as Possible). Attach additional sheets, if necessary, along with any documentation that will help describe and substantiate the complaint. Are there any witnesses who should be interviewed? If yes, list names and contact information.
Students are encouraged to discuss their concerns and complaints through informal conferences with the appropriate instructor or campus administrator. Have you made an attempt to resolve this complaint or grievance with the individual and/or department involved? □ Yes □ No If yes, describe the outcome: (Attach any additional comments, if necessary)
What outcome do you hope to achieve after talking with the appropriate college official(s)? Attach additional sheets, if necessary.

I understand that information contained in the grievance form will be held confidential to the extent possible. Grievance information may be shared with college officials in order to conduct a thorough investigation. I hereby declare that the information on this form is true, correct, and complete to the best of my knowledge. I understand that any misrepresentation of information may result in disciplinary actions, accordance with college disciplinary policies.

Signature: _____ Date: _____

LIBRARY SERVICES

History

While Shorter College was established in 1886, it was not until 1968 under the leadership of Bishop George N. Collins and President A. S. Johnson that the current library building was built. Dedicated to the memory of A. W. Young, the library is the repository of a large collection of materials to support the educational and religious needs of the college community as well as helping to retain records of the African-American heritage in Arkansas

Purpose

The purpose of this manual is to serve as a guide for the administration and library staff for the daily operations and responsibilities of the library. It includes those policies and procedures to enable the library staff to provide a framework around which the programs and services may most effectively be furnished to students and faculty. As this manual is an accompaniment to the Shorter College Faculty and Staff Manual of Policies and Procedures, it will not duplicate those policies and facts provided there but instead will concentrate only upon those items related strictly to the library.

Library Mission Statement

The mission of Shorter College is to provide accessible, affordable, high-quality education for students to accomplish their academic or career goals by offering programs that meet the learner's need in a challenging and nurturing Christian environment. To help accomplish this mission, the A. W. Young Library must provide a source of quality materials and information in a setting that will encourage students to search for academic, Christian, and personal truth, to become lifelong learners and to become leaders and builders in their communities.

Library Vision

The vision of the A. W. Young Library is to provide library services to both students and faculty that will enable them to study effectively and to have current and accurate materials available to support both their curriculum and personal needs for information in their search for academic excellence. This will be done through an up-to-date print collection planned around the course work offered by the college, the addition of computer databases and internet access, provision of reference help and trained library personnel able to aid students and faculty in learning to use the library efficiently. As the school grows, the library also will grow working as a partner to the affiliated programs of the school and local community such as the child-care center and GED programs.

Collection

The collection will be built around the curriculum, religious, career, general information, and life skill needs of the students. The library will promote the appreciation of diverse cultures, providing a base of spiritual, historical, and cultural materials to support study of the heritage and traditions of all ethnic and other cultural groups, in particular the African American community as Shorter is an historically black college of over one hundred years duration.

Library Goal

- To build a qualified, full-time library staff.
- To provide a complete, integrated, up-to-date On-line Public Access Catalog.
- To refurbish and re-organize the library to promote student and classroom use by students and faculty.
- To provide a friendly, studious environment with full reference and support services to students and faculty.
- To provide a computer study area with internet access, on-line database access, and software for students to use in preparation of class work.
- To maintain an up-to-date reference collection.
- To build an adequate and balanced collection for research and personal information.
- To provide instructional and awareness programs to teach library and study skills and to increase student consciousness of the beauty and needs of the world around them and the differences they can make upon it.
- To seek and build financial support to provide adequate materials and services.

Circulation Policies

The A. W. Young Library provides service to students, faculty, and staff with full access to all materials. The professional library staff, as the direct circulation agent for library materials, maintains the management responsibility for the entire collection to ensure the availability of information and materials to fill the needs of individual patrons and to protect the collection and its integrity for the use of future patrons. As a means of fulfilling this mission, these policies will be followed.

Library Use

The A. W. Young Library is open to the public for use of the collection within the physical premises. While the general reference and stacks are completely open, items of rare or historical value that cannot be readily replaced or those on reserve for class assignments will be held on a restricted shelf requiring the patron to sign them out for use within the library. Those items will not be allowed to leave

the library. The library is equipped with a spacious reading room, which contains carrels and study tables. The library is open from 8:30 a.m., until 8:00p.m., daily. Books can be checked out for a period of three weeks.

Borrowing Privileges

Borrowing privileges will be extended to current students, faculty, and staff only upon registration with the library and issuance of a valid Shorter College Identification Card. Registration forms will be furnished to all students completing enrollment each term. Faculty and staff members will receive a registration form during the fall Faculty/Staff Institute or whenever convenient. Upon the first visit of a registered person to the library, a borrower's card will be validated. This card will have a unique patron number and the corresponding barcode which will be used to identify the patron This card must be presented each time the patron checks out any materials. Each term a student must renew his card by showing proof of enrollment for the new term. Faculty members will be automatically renewed if currently on the teaching schedule No person with an outstanding balance for fines or lost books will be allowed to renew his card until the balance has been paid.

Borrower Confidentiality

As required by Arkansas law, the A. W. Young Library protects the confidentiality of each patron. The library staff will not disclose information concerning any patron's borrowing record unless required by law to do so or unless it is necessary to recover the item borrowed. If the item is urgently needed, the staff will attempt to contact the patron about returning the item.

Non-Circulating Materials

Ready Reference Books, periodicals, and materials housed in the Rare and Historical Special Collection areas are not circulated by the A.W. Young Library. Faculty members only may arrange for short loans of reference books and periodicals for classroom use. Items in the Special Collection areas may be used In-Library only. Audio-Visual materials will not circulate to students outside the library.

Loan Periods and Returns

Patrons are granted the following loan periods.

Current students	2 weeks	Limit – 3 books
Faculty members	until the end of the term	No limit on number
Staff members	3 weeks	No Limit

Faculty members only may check out audio-visual materials for a two(2) week period.
Students may only use audio-visual materials inside the library.

Materials must be returned to the Circulation Desk during library hours.

Renewals

Patrons may renew any materials borrowed from the library provided that no other person has made a request for the item but in no instance, should the renewal last beyond the last day of the term. To renew any item, the patron must present the book and a current library card at the Circulation Desk.

Holds

A patron may request that a hold be placed on any item checked out to another person by filling out a request form giving a phone number where that patron may be reached. When the item is returned, two attempts will be made to notify the patron that the book is available. If the item is not called for within three days, it will be returned to the shelf for others to use.

Reserves

Shorter College faculty members may place materials needed for course assignments on reserve by filling out a request form and filing it with the librarian. The materials will be pulled and placed behind the desk. Students may request these at the Circulation Desk for use only within the library unless otherwise directed by the faculty member as requested otherwise.

Overdue Fines and Lost Book Charges

Materials borrowed from the A. W. Young Library are subject to the following overdue fines.

Three-week books	$0.25 per day
Reserve books	$0.50 per day

Weekend and days the library is closed will not be included when overdue fines are figured as there is no outside book drop available. While overdue notices will be sent to address on record, these notices are a courtesy only as delivery cannot be guaranteed. Failure to receive a notice does not constitute a basis for altering or negating a fine.

Patrons must present their library card to pay overdue fines. Patrons will not be allowed to check out additional materials until their record is cleared. Defacement or mutilation of any library materials will result in a fine of $25.00. Damage to the book sufficient to render it unusable or loss of the book will cause the patron to be charged the replacement cost of the book plus a $5.00 processing fee. Any

charges over $5.00 must be paid directly to the business office for crediting to the library account and the receipt returned to the library to clear the library record.

Delinquent borrowers will not be permitted to receive grades, transcripts, or other credit for work completed at Shorter College until all charges are cleared.

Reference Services

The A. W. Young Library staff provides reference assistance in utilizing the library's materials including the ready reference collection which contains encyclopedias, dictionaries, handbooks, atlases, and indexes; teaches library skills to students; provides training in new technologies and research materials for the faculty; and serves to coordinate with the teaching faculty for the purposes of curriculum enrichment and collection development. Some of the services provided are below.

Ready Reference

The Ready Reference section of the library is in the middle of the library to be available easily to all patrons. It contains a variety of materials that are often needed for short answer questions, immediate facts, statistics, and identification questions. The materials include encyclopedias, dictionaries, directories, manuals, handbooks, bibliographies, biographical references, atlases, etc. These materials are kept in the library for use at any time.

Interlibrary Loan

The A. W. Young Library at Shorter College has joined the ARKlink Consortium of college and university libraries that was initially composed of public and private Arkansas colleges and university libraries, to work towards fulfillment of its mission: to increase, enhance, and facilitate cooperation among libraries in the state of Arkansas through consortia purchasing of resources, expanding access to resources, and encouraging

Library Instruction

The reference librarian is responsible for giving organized instruction in the use of the library, its resources and services to the faculty, staff, and students. The librarian will arrange to present orientation classes to all incoming students. Additional training will be presented on an as-needed basis through regular classes, those such as English, Writing, Humanities, Speech, History, and Government. Topics can range from simple tours and basic "How to use the catalog" to accessing online databases and explanations on how to research topics via the internet.

Faculty members are encouraged to meet with the librarian early in the term to schedule library instruction and prepare for class assignments and for other research assignments. The librarian staff will do all within reason to assist with those requests.

Reference assistance to patrons

Reference assistance is individualized help in finding a specific piece of information or locating specific items or materials on a particular topic. The reference librarian is ready to provide such assistance to all library patrons. The library staff will provide assistance with the use of computer databases, the electronic catalog, searching the internet and using computer word processing and presentation programs to prepare class assignments and other personal informational needs.

Coordination of Library and Faculty Goals

The reference librarian will work to establish ongoing relationships with faculty members with the goal of enhancing better communications to improve resources and services. Efforts will be made to facilitate library/faculty collaboration in collection development activities, increasing library awareness of faculty needs for teaching and research, developing innovative means of improving services to the college community, and building student use and appreciation for the role of a library in everyday informational needs.

Book Selection

Book selection is a major responsibility of the librarian. To have a relevant, well-rounded, useful collection, the librarian is encouraged to seek the recommendation of faculty members for new acquisitions. If possible, faculty recommendations are honored, and all patron suggestions will be considered for purchase. To implement book selection, the following criteria should be used when recommending library materials

- curriculum related
- authoritative research sources
- current and up-to-date subjects and topics
- standard sources
- not available in current library resources
- recommended resources from peer reviewed journals
- recommended book reviews

The sources for selection should come from reliable sources such as the following: 1) CHOICE Reviews 2) scholarly journals; 3) reviews in library and book trade journals; 4) published bibliographies; 5) recommended readings for the college's courses; and 6) publisher's catalogs.

Recommendation forms are available in the library and will be distributed from time to time at faculty gatherings. A suggestion box is kept at the circulation desk for patrons to leave comments and suggestions.

The library has an Advisory Board to help with collection development. The advisory committee consists of 3 media specialists and Community personnel. There is a consultant from the business community who will assist with needed materials. Meetings will be conducted monthly or as needed.

Library Conduct Rules

Rules and regulations are made for the general good of the library and to assure that all patrons have the opportunity to learn and use the library materials in a pleasant, attractive setting. Please be considerate of others by following these guidelines.

1. Quiet: The library is a place for reading and research; therefore, a quiet atmosphere must be maintained in all areas. Keep voices low and conversation to a minimum. If you are using AV materials, please keep the volume as low as possible to avoid disturbing others.

2. Patrons should not lend materials checked out in their name to anyone else. The borrower is still responsible for materials until returned or payment for loss is made.

3. Failure to maintain suitable standards of conduct or dress in any part of the library will lead to disciplinary action, through referrals to the dean. Noisy or offensive behavior will result in being asked to leave the library. All patrons are expected to be treated with courtesy and respect at all times.

4. Smoking is not permitted in the library.

5. Cell phone use in the library is discouraged. Please keep phones on vibrate within the library and speak softly if their use is necessary.

6. Food and drink are not permitted in the public areas of the library.

7. Anyone entering the library under the obvious influence of either alcohol or drugs will be asked to leave. Security will be called to escort anyone refusing to leave voluntarily.

8. Patrons should help maintain the appearance and use of the library by returning all materials to the desk for shelving and by cleaning up wastepaper and other debris or clutter around their work area.

9. All patrons are asked to sign into the library either by name or ID number when entering in order that statistics may be obtained for the use of the library. This information is

10. Frequently needed when applying for accreditation or grants. Only totals will be reported or kept. No personal information will be divulged to anyone outside the library staff.

Students' Right to Read

"The right of any individual to read is basic to democratic society. The right to read, like all rights embedded in our constitutional tradition, can be used wisely or foolishly. In many ways education is an effort to improve the quality of the choices which are the exercise of this right. But to deny the opportunity of choice in the fear that it may be unwisely used is to destroy the freedom itself. For this reason, we respect the right of individuals and groups to express their views for the guidance of others. But for the same reason we oppose efforts by individuals or groups to limit the freedom of choice of others or to impose their own standards or tastes upon a community at large."

National Council of Teachers of English

This statement is also as applicable to materials for viewing and listening as to materials for reading.

COPYRIGHT GUIDELINES AND "FAIR USE"

As these sources are long and fall under copyright protection, they cannot be copied here. Therefore, please go to the following web sites for explanations of Copyright and Fair Use. Violating copyright law can result in extreme penalties and large fines. Be sure you know the law before copying any materials, especially from the internet. Look for copyright notices with explanations of allowed use on informational sites. Some authors allow free use while others do not. Always give credit to sources when using someone else's work. http://home.earthlink.net/~cnew/research.htm

COMPUTER USE GUIDELINES *(including Copyrighted Material)*

Classroom computers and network facilities are provided as training resources for the courses offered by the College. We take pride in providing our students access to this technology, and we will continue providing our students with every advantage to prepare them for a new tomorrow. In order to maintain the highest possible level of availability and functionality of this equipment, the following guidelines have been established. It is the responsibility of every student to read, understand and return a signed copy of this document to Financial Aid during Orientation. Each instructor is responsible for reminding the student of these guidelines and that the signed guidelines are a part of that student's academic record. The instructor is responsible for ensuring that the computer use is limited to academic purpose.

1. No software or files of any type are to be installed, executed, copied (to, on or from) the classroom computers or the network except when expressly instructed to do so by a member of the Information Technology (IT) staff. You may, however, print files from the Internet.
2. Internet access is provided for the sole purpose of course related research. It is not intended for e-mail and other personal correspondence. No file of questionable taste (pornography, explicit sexual language, or any material that may offend others) is to be viewed on or downloaded to the school computers or network. In addition, the school routinely blocks access to all social networking sites and known Web sites that offer access to music files, movie files, and other copyrighted materials. School computers may not be used to download or share unauthorized copies of copyrighted materials. Unauthorized distribution of copyrighted material, including but not limited to downloading and peer-to-peer file sharing, is strictly prohibited. Failure to comply with these policies will subject a student to disciplinary actions up to and including dismissal. Violation of copyright laws also may subject a person to civil and criminal liabilities, including significant fines, attorney's fees, and imprisonment. Federal law may determine a person liable for actual damages and lost profits attributable to the infringement, including statutory damages from $200 up to $150,000. If a copyright owner hired an attorney to enforce his or her rights, the violator may also be liable for the attorney's fees as well as court costs. Criminal penalties may also be assessed against the liable party and, depending upon the nature of the violation, may include jail time.
3. The student is to save homework on a floppy disk or flash drive rather than the classroom computer's hard drive or the network drive unless the instructor directs otherwise.
4. Any floppy disk, CD, or flash drive memory device that has been used in off-campus computers MUST be virus scanned BEFORE being used in school computers. If a shortcut to Virus Scan is not on your computer desktop, please see your instructor.
5. No maintenance utilities that may reside on the classroom computer or the network are to be executed by the student unless expressly instructed to do so by IT staff. This includes, but is not limited to, running Disk Defragmenter or other utilities that come with the operating system software.

6. No modifications to the CMOS setup, hardware setup, or software setup and configuration of any kind shall be made by the student on classroom computers or the network unless expressly instructed to do so by the IT staff. This includes, but is not limited to, the following functions:
    - Changing screen savers
    - Changing screen colors
    - Changing the arrangement of icons
    - Changing the wallpaper
    - Moving or deleting files and/or programs
    - Changing the .ini files, the registration files or other system files
    - Moving mice, keyboard, monitors, and other accessories from one computer to another
7. No flyers, posters, banners, menus, or other documents not directly related to the course being attended or to school activities and programs shall be printed utilizing classroom computers, the network, or the reproduction or facsimile equipment at the school unless expressly instructed to do so by the course instructor or a member of the School's Administration.
8. Students may not use school software, classroom computers, the network, or campus access to the Internet for profit.
9. Students should report any problems or maintenance issues to their instructor immediately so that the proper actions can be taken. Students are asked to give their e-mail address to their instructors for classroom communications.
10. The College is dedicated to providing the resources required for educational and research use. Legal alternatives to downloading and acquiring copyrighted materials are listed below.
    ECUCAUSE.edu and CAMPUSDOWNLOADING.com provide links to websites that provide legal alternatives to downloading music, movies, and more.
    - http://www.educause.edu/Resources/Browse/LegalDownloading/33381
    - http://campusdownloading.psu.edu/resources.htm

Please contact Shorter College should these alternatives not provide the means needed for education or research.

GENERAL TUITION AND FINANCIAL POLICIES

All students are required to meet their financial obligations to the college each semester. Shorter College offers aid from various sources including federal and state governments, Shorter College, and private organizations, to help students pay for their studies.

No grades and/or transcripts will be issued until delinquent balances are paid in full. A student's account is delinquent when the student fails to make payments according to the arranged payment schedule. The established fiscal policies under which Shorter College operates states that all student accounts are due on the second week of December (or December 10), for Fall registration and on the second week of May (or May 10) for Spring registration and must be paid in full prior to or on these dates.

TUITION AND FEES

Tuition and fees for both in-state and out of state students are the same.

2023-2024 Main Campus Tuition and Fees
Fall and Spring Terms

2023-2024 MAIN CAMPUS FULLTIME	
Tuition: (12-15 hours)	$2400.00 per semester (flat rate)
Tuition: (1-11 hours)	$200.00 per credit hour
Tuition: (Above 15 credit hours)	$200.00 each additional credit hour above 15
Institutional Fees (total)	$723.00
On-campus Student Services Fee	*50.00*
Off-campus Fee	0.00
Technology Fee	$423.00
Activity Fee	$50.00
Library Fee	$100.00
Science Lab Fee	$50.00
Records Fee	$25.00
Student ID	$15.00
Vehicle Decal Fee	$10.00
Book Fee (subscription fee and eReader rental fee) *Fall 2022	$324.50
Total Tuition, Fees & Books (Fulltime: 12-15 credit hours)	$3,447.50

2023-2024 Main Campus
Summer Sessions, Mini, and Modular Session

Tuition: (12-15 hours)	**$200.00 per credit hour not to exceed $2052 for up to 15 credit hours for both sessions**
Tuition: (1-11 hours)	**$200.00 per credit hour**
Tuition: (Above 15 credit hours)	**$200.00 each additional credit hour above 15**
Institutional Fees (total)	**$361.50**
On-campus Student Services Fee	*$25.00*
Off-campus/SCP Student Services Fee	*$0.00*
Technology Fee	*$211.50*
Activity Fee	*$25.00*
Library Fee	*$50.00*
Science Lab Fee	*$25.00*
Records Fee	*$12.50*
Student ID	*$7.50*
Vehicle Decal Fee	*$5.00*
Book Fee (subscription fee and eReader rental fee) *Fall 2022	**$162.50**
Total Tuition, Fees & Books	**Varies based upon credit hours.**

2023-2024 Second Chance
Pell *Fall and Spring Semesters*

Tuition:(12-15 hours)	**$2400.00 per semester (flat rate)**
Tuition: (1-11 hours)	**$200.00 per credit hour**
Tuition: (Above 15 credit hours)	**$200.00 each additional credit hour above 15**
Institutional Fees (total)	**$723.00**
On-campus Student Services Fee	*$0.00*
Off-campus/SCP Student Services Fee	*$205.00*
Technology Fee	*$338.00*
Activity Fee	*$50.00*
Library Fee	*$0.00*
Science Lab Fee	*$0.00*
Records Fee	*$25.00*
Student ID	*$0.00*
Vehicle Decal Fee	*$0.00*
Supplies (fulltime)	*$70.00*
Supplies for all others)	*$35.00*
Book Fee (subscription fee and eReader rental fee) *Fall 2022	**$324.50**
Total Tuition, Fees & Books (Fulltime: 12-15 credit hours)	**$3,447.50**

2023-2024 Second Chance Pell
Summer Sessions, Mini, and Modular Session

Tuition: (12-15 hours)	**$200.00 per credit hour not to exceed $2052 for up to 15 credit hours for both sessions**
Tuition: (1-11 hours)	**$200.00 per credit hour**
Tuition: (Above 15 credit hours)	**$200.00 each additional credit hour above 15**
Institutional Fees (total)	**$361.50**
On-campus Student Services Fee	*$0.00*
Off-campus/SCP Student Services Fee	*$102.50*
Technology Fee	*$116.50*
Activity Fee	*$25.00*
Library Fee	*$0.00*
Science Lab Fee	*$0.00*
Records Fee	*$12.50*
Student ID	*$0.00*

Vehicle Decal Fee	*$0.00*
Supplies	*$35.00*
Supplies for fulltime	*$70.00*
Book Fee (subscription fee and eReader rental fee) *Fall 2022	**$162.50**
Total Tuition, Fees & Books	**Varies based upon credit hours.**

STUDENT BUDGETS

Student budgets are an important component in the financial aid process. Standard student budgets reflecting the Shorter College average student population cost of attendance at a modest, but adequate standard of living are used to award financial aid. Special budget considerations are approved through the Professional Judgment process by the Financial Aid Office on a case-by-case basis.

Budget Components

The Financial Aid Office collects information on an annual basis to prepare standard budgets by academic program and cohort/admit term. The budget components are as follows:

Tuition and Fees

Tuition rates and fees are approved by the Board of Trustees on an annual basis, during the month of January, with an effective date of July 1 of the same year. Tuition and fees information will be available on the school website on the Admissions page at http://www.shortercollege.edu/tuition.htm. Loan fees are reviewed on an annual basis using the most recent data available.

Books and Supplies

A survey of Shorter College students will be conducted each January on the costs of books and supplies.

Room and Board

Room and board is based on a survey of average utilities and rent for two-bedroom apartments in the Little Rock/North Little Rock area. This amount will be used for all Shorter College student budgets.

Transportation

Transportation costs are based on a student living locally and commuting to class five days a week. This amount is used for all student budgets.

Miscellaneous Expenses

Miscellaneous expenses include costs for clothing, toiletries, recreational, and other personal expenses. This amount is used for all student budgets.

Health Insurance

All students are required to have health insurance. Students will be responsible for purchasing their own health coverage and providing documentation to Shorter College for his/her student budget.

All student budgets include a standard allowance for housing, food, transportation, books, loan fees and miscellaneous expenses, as detailed below:

2023-2024	Independent	Dependent	Second Chance Pell
Rent/Housing/Food	$8,676	$8,676	$0
Books/Supplies	$649	$649	$649
Transportation	$2,349	$2,349	$0
Miscellaneous/Personal	$2,727	$2,727	$0
Health insurance:	$TBD based upon individual student cost		

Note: Dollar amounts are based upon fulltime enrollment.

Special Budget Considerations

Upon request, the Financial Aid Office may review, and if appropriate, adjust a student's budget. Students must submit supporting documentation.

Examples of changes to standard budgets include, but are not limited to:

1. Childcare - the cost of day care with dependent children may be added to a standard budget with appropriate dollar specific documentation. Maximum allowance is $5,000 per child per year. Allowance is for costs incurred by the student during the months of enrollment in the aid year ONLY.
2. Large out of-pocket medical expenses - medical expenses incurred by the student during the months of enrollment that exceed the normal allowance provided by the Department of Education (generally about 2% of income) may be added to the student budget with appropriate dollar-specific

documentation.

3. Additional educational expenses - educational expenses required for the program and that are not included in our budget or exceed our allocation may be considered with dollar-specific documentation. This may include one-time purchase of a computer, books and supplies that exceed the allowance.

Shorter College will not consider budget adjustments for living expenses to increase federal loan eligibility.

Budget Waivers

If a student receives a resource toward a budget item, the amount must either be included in the financial aid award as an outside resource (such as tuition benefits or stipends) or the budget item must be removed (such as a student living in military housing rent-free). Students are required to report these resources to the Financial Aid Office.

TUITION REFUND POLICY

A student may be eligible for a refund if, he/she has dropped one or more classes during the drop/add period or withdraws from all classes during a regular fall and spring semester or during the summer sessions. Secondly, a student who intends to withdraw from one or more classes must officially do so by completing a withdrawal form and submit it to the Registrar. A withdrawal form should be obtained from the Registrar's office. Once the Registrar has processed the withdrawal request and has submitted a copy to the Offices of Fiscal Affairs and Financial Aid, Shorter College will refund the unused portion of the student's tuition, based upon the approximate prorated portion of the total tuition charges.

BOOKS AND MATERIALS

It is the policy of Shorter College that each student enrolled for coursework is required to have adequate course materials and other resources for their classes. According to the Department of Education regulation 34CFR 668.164(m)(3), an institution must give a Title IV eligible student the opportunity to opt out of purchasing books and supplies from any institutionally owned or contracted bookstore charged to the student's account. Thus, students will have the following options for the acquisition of textbooks.

Option A: Students have the option of purchasing electronic books. With this option, e-Books (electronic books) will be the primary method of use for instruction and assessing student learning, regardless of mode of delivery. At the time of purchase, the student's account will be charged

according to the approved book fee, and the student will be provided an access code from the institution's textbook vendor. If the student does not prefer an electronic book, he or she may request a hard/soft back book from the same textbook vendor for an additional charge, which he or she will be directly billed and responsible for rending payment for any additional charges incurred.

Option B: Students can choose not to purchase textbooks from the institution's selected textbook vendor. As allowed under 34 CFR 668.164(c), with the student's authorization, the institution may have his or her account credited with Title IV, HEA funds to pay for housing and for educationally related goods and services from the bookstore. By selecting this option, students will be solely responsible for purchasing his or her textbooks, independently from the institution's contracted vendor.

Irrespective of which option a student elect, it is the policy of Shorter College that each student enrolled for coursework is required to have their textbooks, adequate course material and other resources for classes.

FINANCIAL AID

Various types of financial aid are available to students who need assistance to continue their education. Financial aid available to Shorter College students includes grants, loans, scholarship, and employment.

Financial aid packages can include a combination of different types of aid.

- Grants: financial aid that the recipient does not have to pay back.
- Loans: borrowed money that must be repaid with interest.
- Scholarships: gift aid with eligibility based on academic achievements, talents, skills, or merit.
- Employment: part-time on-campus and community service jobs that allow the student to earn money to help pay for school.

A student begins the financial aid process by completing the Free Application for Federal Student Aid (FAFSA). This application is used to provide a standardized objective analysis of the student's and/or his or her family's ability to pay for education. The student's financial aid package is based on his or her Expected Family Contribution (EFC) as determined by the Department of Education through the FAFSA; the student's cost of attendance as determined by Shorter College, and the student's enrollment status. Students must reapply each year for assistance.

Regardless of the type of financial aid desired (loans, grants or college work study), all applications and requests for information should be addressed to the:

Office of Financial Aid at Shorter College.
604 Locust Street, North Little Rock, AR 72114.

To ensure that funds are available on a timely basis, all accurately completed documents must be submitted to the Office of Financial Aid by May 15 for the fall semester, October 15 for the spring semester and March 15 for the summer sessions.

Note: Before any financial aid funds from student loans, scholarships, and federal or state aid are released to a student, all charges or any monies owed to the college (tuition, books, fees) must be paid. All financial aid funds received will be credited to the student's account. After all charges to the student's account have been satisfied, remaining funds will be disbursed to the student by paper check. Refunds from financial aid awards will be available approximately during the third week of classes. Initial disbursement of loan funds is subject to institutional policy and is established in accordance with federal regulations. After initial disbursement dates, student refunds continue to be made as monies are received and are available on a weekly basis as determined by the Business Office. To receive any disbursement check, students must present a valid form of identification (driver's license, military ID, etc.) and a school ID.

GRANTS, LOANS, SCHOLARSHIPS AND OTHER FINANCIAL AID PROGRAMS

FEDERAL PELL GRANT

A Federal Pell Grant, unlike a loan, does not have to be repaid. Pell Grants are awarded to undergraduate students who have not earned a bachelor's or a professional degree. (In some cases, however, a student enrolled in a post baccalaureate teacher certification program might receive a Pell Grant). The maximum yearly award is determined by the Department of Education. The amount a student receives depends on financial need as determined by the FAFSA, costs to attend school, the student's status as a full-time or part-time student, and plans to attend school for a full academic year or less.

FEDERAL SUPPLEMENTAL EDUCATION OPPORTUNITY GRANT

This program is a campus-based program administered directly by the Financial Aid office at the school. Unlike the Federal Pell Grant program, which provides funds to every eligible student, the campus-based program provides a certain amount of funds for each participating school to administer each year. When

the money for the program is gone, no more awards can be made from that program for that year. This program is for students who demonstrate exceptional financial need on the FAFSA. Pell Grant recipients with the lowest EFCs will be the first to receive FSEOG. These grant funds are awarded only to undergraduate students who have not earned a bachelor's or a professional degree.

FEDERAL SUBSIDIZED AND UNSUBSIDIZED DIRECT LOANS

The Federal Subsidized Student Loan is free of interest to the student while enrolled at least half time, during the grace period after enrollment ends and during periods of authorized deferment. The Federal Unsubsidized Student Loan is not interest-free at any time. The student is responsible for the interest from the date of disbursement. However, interest payments are deferred while the student is in school at least half time, during the grace period, and during authorized periods of deferments. The interest will continue to accrue and will be added (capitalized) to the principal balance once repayment begins. Both loan programs have a six-month grace period after the student graduates or drops below half-time enrollment. That means a student has six months before he or she has to start making payments on the loans.

Entrance Counseling and the Master Promissory Note (MPN)

Before a student receives loans funds, the student will be required to complete entrance counseling, ensuring that the student understands the obligation to repay the loan and sign a master promissory note (MPN) agreeing to terms of the loan.

Exit Counseling

Exit Counseling is required when the student graduates, leaves school, or drops below half-time enrollment. Exit counseling provides important information needed in preparing to repay federal student loan(s). The student will need to provide the name, address, e-mail address, and telephone number for their closest living relative, two references who live in the U.S., and current or expected employer (if known).

Please go to www.studentloans.gov for more information on student loans, terms and conditions, repayment options, and estimating payments. Printed material may be requested and obtained from the Office at Financial Aid at Shorter College at 604 North Locust Street, North Little Rock, Arkansas 72114.

FEDERAL WORK-STUDY PROGRAM

The Federal Work-Study Program is a campus-based program that provides part-time employment for students who have financial need. The Free Application for Federal Student Aid is required for financial need to be determined. Upon completion of the FAFSA, students should contact the Financial Aid office

to see if they are eligible to participate in the work-study program. Available work-study jobs are posted throughout the School. The available positions usually consist of employment opportunities in an office or lab on the Shorter College campus; selected off-campus community service positions may also available. Students should contact the supervisor indicated on the job description to apply for the position.

Upon getting a work-study job, students should complete all necessary forms with their supervisor and submit such to the work-study coordinator along with personnel documents that are required. In general, students can work a maximum of 20 hours weekly and receive a paycheck bi-monthly. The amount a student can earn in a year is determined by the amount of financial need and other aid awarded as part of the financial aid package.

SINGLE PARENT SCHOLARSHIP FUND OF PULASKI COUNTY

This scholarship is administered by the Arkansas Single Parent Scholarship Fund. Students may visit https://spsfpulaski.org/wordpress/ for general information and eligibility requirements.

ACADEMIC CHALLENGE SCHOLARSHIP

This grant is administered by the Arkansas Department of Higher Education. The Academic Challenge Program provides scholarships to Arkansas residents pursuing a higher education. Funded in large part by the Arkansas Scholarship Lottery, the Academic Challenge Scholarship is available to students regardless of their academic status, whether just graduating from high school, currently enrolled in college, enrolling in college for the first time, or re-enrolling after a period of time out of college.

THE BENNIE SMITH SCHOLARSHIP

Four scholarships of $750 per year in honor Bennie Smith will be awarded to a deserving Shorter College student during the second semester of each year. To qualify for the scholarship, the student must meet the following requirements: (1) maintain a grade point of 2.0 or better; (2) demonstrate qualities of good citizenship; (3) exhibit hard working and self-directing skills; and (4) be a resident of Pulaski County as the first preference.

ARKANSAS REHABILITATION SERVICES

Students with physical or mental disabilities may be eligible to attend college under the sponsorship of Rehabilitation Services. Call Arkansas Rehabilitation Services at (501) 686-2800 for more information. The information below, outlines the Institution's internal process regarding Arkansas Rehabilitation Services (ARS).

Students that obtain services through Arkansas Rehabilitation Services (ARS) and are approved for services to attend Shorter College are to abide by the following process.

A. Student must inform the Office of Financial Aid of any funding being granted to them by Arkansas Rehabilitation Services.

B. Student is to provide their ARS caseworker's name, phone number and email contact information to the Office of Financial Aid.

C. The Office of Financial Aid will make contact with the student's ARS caseworker and request a copy of the student's eligibility verification form.

D. The Office of Financial Aid will be responsible for submitting (via email) all invoices on behalf of the student to ARS for payment.

    1. Invoice billing will occur following the events below.
        a. The ARS caseworker verifies benefits for the student.
        b. The student registers for classes and notifies the Office of Financial Aid that billing can now be done for ARS.
        c. Billing will be submitted within 24 hours of the notification.

    2. All invoices will contain the following:
        a. the semester and the semester begin and end dates.
        b. cost of tuition, books, and fees
        c. all federal, state and private financial aid sources, to include grants and scholarships, but excluding student loans

VETERANS AFFAIRS BENEFITS

Shorter College has been approved by federal and state agencies governing Veterans Affairs to provide training to veterans. Qualified veterans and their dependents may be entitled to educational assistance programs from the Department of Veterans Affairs to pay their tuition for the approved programs. Veterans should apply for admission to the College and visit with the College's Certifying Official or the Registrar's Office prior to enrolling in classes to apply for benefits. If approved, veterans will be required to maintain full-time status (12 credit hours) per semester and to follow their chosen degree plan to be eligible for full benefits. Veterans should be aware that any alterations to course plans or course schedules may affect their benefits. Courses completed with a passing grade may not be repeated.

All veterans and dependents should be aware that payment arrangements must be made by the Shorter College payment deadline each semester. While some types of VA educational benefits pay for a student's tuition and fees in full, many do not. It is up to the student to remain aware of the type of funding

and financial responsibilities he or she holds in ensuring that tuition and fee requirements are met by the appropriate deadlines.

National Student Loan Data System (NSLDS)

The National Student Loan Data System (NSLDS) is the U.S. Department of Education's (ED's) central database for student aid. NSLDS receives data from schools, guaranty agencies, the Direct Loan program, and other Department of ED programs. All federal student loans (by the parent and/or student) will be submitted to the National Student Loan Data System (NSLDS), and will be accessible by guaranty agencies, lenders, and schools determined to be authorized users of the data system.

NSLDS Student Access

NSLDS Student Access provides a centralized, integrated view of Title IV loans and grants so that recipients of Title IV Aid can access and inquire about their Title IV loans and/or grant data. Students may access their federal financial aid history (to include loans and grants) by going to https://www.nslds.ed.gov/npas/index.html.

HOW TO APPLY FOR FINANCIAL AID

1. Complete a Free Application for Federal Aid. Add Shorter College as a school code (School code: 001105). Go to www.fafsa.ed.gov and complete the Free Application for Federal Student Aid (FAFSA).

2. For Direct Loan borrowers, complete the Direct Student Loan (Stafford) Entrance Counseling and the Master Promissory Note. The financial aid office will receive confirmation of completion. Go to www.studentloans.gov and complete "Entrance Counseling" and complete the "Master Promissory Note" (MPN) for Direct Subsidized/Unsubsidized Loan.

3. Complete the Virtual Financial Aid Office (VFAO) process. Go to www.shortercollegearkansas.vfao.com to complete the VFAO interview, requesting Shorter College to process federal student aid for your enrollment at Shorter College.

All forms required for the processing of federal student aid can be found under on the School's website at www.shortercollege.edu.

TRANSFER STUDENTS APPLYING FOR FINANCIAL AID

Transfer students who have previously attended another accredited post-secondary institution must have their official academic transcript submitted to the Office of Admissions and Records. Aid will not be awarded until all transfer transcripts have been evaluated by Shorter College's Office of Admissions and Records. Federal regulations require schools to consider transfer credit hours in determining satisfactory academic progress.

THE EFFECT OF WITHDRAWAL ON FINANCIAL AID

Recipients of financial aid, who withdraw before the 60 percent point in time of the period of enrollment, calculated using calendar days, will be required to return a portion of Title IV funds awarded in accordance with the Higher Education Amendments of 1998. Title IV funds to be refunded include Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Subsidized and Unsubsidized Direct Loans, but not Federal Work-Study. The calculation of the return of these funds may result in the student owing a balance to the college and/or the federal government. Students who intend to return will have their eligibility evaluated under the applicable satisfactory academic progress policy. Students who borrowed under the Direct Loan program will be required to complete an exit interview at the time of their withdrawal, and their lender will be notified of their current status.

RETURN OF TITLE IV FUNDS

When a student withdraws, the student may no longer be eligible for the full amount of Title IV funds that the student was originally scheduled to receive. In this event, the amount of Federal funds earned must be determined. If the amount disbursed is greater than the amount earned, unearned funds must be returned.

Process Overview & Applicability

Steps in Federally Mandated Process

1. Determine the withdrawal date. If the student officially withdraws, the withdrawal date is the date Shorter College determines the student either began the withdrawal process, or the date the student provided official notification to Shorter College, in writing or verbally, of his or her intent to withdraw. If the student does not provide official notification of his or her intent to withdraw, the withdrawal date will be determined as the date Shorter College became aware the student was not attending class. If a student does not return from an approved leave of absence, the withdrawal date is the date Shorter College determines the student began the leave of absence. If a student takes a leave of absence that does not meet the requirements of an official leave of absence, the withdrawal date is the date the student began the leave of absence.

2. Calculate the percentage of enrollment period completed. The percentage of enrollment period completed is determined by dividing the total number of calendar days in the enrollment period into the number of calendar days completed in that period as of the withdrawal date. The total number of calendar days in a payment period includes all days (including weekends) within the period. Scheduled breaks of at least five consecutive days are excluded from the total number of calendar days in the enrollment period and the number of calendar days completed in that period.
3. Calculate the amount of Title IV aid earned. If the withdrawal date is equal to or greater than 60 percent of the enrollment period (semester) the student has earned 100 percent of the Title IV funding disbursed for that semester. If the withdrawal date is less than 60 percent of the semester, the amount of Title IV funding the student has earned is calculated by using the federally mandated calculation to determine the percentage of Title IV funds that have been earned by the student for that semester. This percentage is then applied to the total amount of Title IV funding that was disbursable for the semester as of the withdrawal date.
4. Determine the amount of Title IV aid unearned. The amount of Title IV funding the student has not earned is calculated by subtracting the amount of Title IV funding the student earned from the total Title IV funding disbursed/or was disbursable.
5. Allocate unearned aid. Shorter College is required to return the lesser of the total amount of Title IV funds the student has not earned or an amount equal to the charges if the total amount to be returned exceeds the charges incurred by the student. Charges include tuition and fees and can include other education-related expenses assessed by Shorter College.
6. Unearned Title IV funds must be returned within 45 days of the student's withdrawal. Shorter College will return the student's unearned Title IV funding on his or her behalf and consider the returned funds as the student's debt to the College. Students must make arrangements with the Student Accounts for repayment of the debt. Consequences of non-payment include blocks on re-enrollment, transcript and diploma holds, and student account placement with Collections. Title IV loan amounts to be returned by Shorter College will be credited to the appropriate programs in the following order: Unsubsidized Federal Direct loans, Subsidized Federal Direct Loans, and Pell Grant. If amounts to be returned remain after repayment of all outstanding loan amounts, the remaining excess must be credited to any amount awarded for the semester for which a return of funds is required. Federal Work Study is excluded from this policy.
7. Communication of return of funds. Students for which a portion of Title IV aid must be returned will receive a communication from the Financial Aid Office sent to their Shorter College email address indicating an adjustment has been made and funds have been returned on the student's behalf. This communication further instructs any resulting balances on the student account must be paid by the student and arrangements for payment must be made directly with Student Accounts.

Withdrawal Date

Policies

The withdrawal date is determined by the student's instructor(s) and is the date the student began the withdrawal process, or the date the student provided official notification, in writing of his or her intent to withdraw. If the student does not provide official notification of his or her intent to withdraw, the withdrawal date will be determined as the date the College became aware the student was not attending class. A student is considered officially withdrawn (from a course or the institution) when the withdrawal forms are completed and signed in the Registrar's office. A student who has notified any faculty or staff member that he or she is withdrawing from the institution is deemed officially withdrawn when the faculty or staff members notifies the Registrar's office. Failure to complete the necessary procedure(s) will constitute improper withdrawal and may result in a failing grade. Additionally, account balances are immediately due upon withdrawal. Failure to attend class or merely to notify an instructor of the intent to withdraw will not be regarded as an official withdrawal.

Procedures

Instructors provide withdrawal dates to the Registrar; and an official attrition notice via the Student Update Reporting Exchange (SURE) feature in VFAO notifies the Financial Aid Office.

Formula Calculation

Policies

Upon receipt of an attrition notice from the Registrar via SURE reporting, the Financial Aid Office performs a return of Title IV funds calculation using the web-based application provided by CPS Online: https://faaaccess.ed.gov/FOTWWebApp/faa/faa.jsp.

The school calendar is determined by:

1. Calculating the days in the term from the first day of classes to the last day of finals.
2. Weekend days are included in the total number of days.
3. Breaks of five or more days are excluded.
4. When counting the number of days attended the date of withdrawal is counted as a day attended.

Institutional costs are used to determine the amount of refund due from the school versus the student, but do not change the amount of aid earned by the student. These costs refer to the original amounts charged to the student for educational expenses for the term of withdrawal and not pro-rated amounts used by the school based on the date of withdrawal. Required fees are included. Health insurance charged through the school can be included, but parking permits, parking tickets, flex account deposits,

and similar non-academic expenses are not included. Aid disbursed or aid that could have been disbursed is determined by:

1. Counting the aid accepted for the term in question only.
2. Aid that could have been disbursed refers to aid accepted by the student and for which all paperwork/application materials and federal verification have been completed by the student.
3. If loan fees are taken out, the net amount disbursed or that could have been disbursed is used.

Procedures

The withdrawal notice is received by the Financial Aid Office. The Financial Aid Office performs the Return to Title IV calculation on the web. The Office saves a copy of the withdrawal notice in the student's file. The calculation is then sent to Student Accounts. Student Accounts adjusts the student's account and returns any federal financial aid within 45 days of the date of student's withdrawal.

Post-Withdrawal Disbursements

Policies

If an amount of Title IV aid a student has earned is greater than the amount of Title IV aid that has been disbursed, the difference is treated as a post-withdrawal disbursement to the student. Any post withdrawal disbursement must be made within 180 days of the date the institution determines that the student withdrew. Aid for which all requirements (paperwork/application materials and federal verification} have been satisfied is disbursed to the student account 10 days prior to the start of classes. Refunds of applicable aid are provided to the student immediately after the drop/add date for each term.

Procedures

If a student has undisbursed aid for which all requirements have been satisfied, a Return to Title IV calculation must be performed to ensure that funds for which a student was eligible and had earned at the time of withdrawal but had not been disbursed are offered as a post-withdrawal disbursement. The School must disburse any amount of a post-withdrawal disbursement of grant funds that is not credited to the student's account as soon as possible but no later than 180 days after the date it is determined the student withdrew. A post-withdrawal disbursement of Title IV funds does not require permission from the student. Written notification will be sent to the student within 30 days of the date it is determined that the student withdrew and confirmation received before making any post withdrawal disbursement of loan funds. The notification will include:

A request for confirmation.

1. A confirmation deadline of fourteen (14) days or more.
2. The type and amount of the loan funds it wishes to credit to the student's account or disburse directly.
3. An option to accept or decline the post-withdrawal disbursement.
4. A notice of obligation to repay loan funds.
5. A notice the student may not receive, as a direct disbursement, loan funds that the institution wishes to credit to the student's account unless the institution agrees to do so.
6. A post-withdrawal disbursement must be made from available grant funds before available loan funds.

Returning Unearned Funds

Policies

The amount of Title IV funds the student has not earned is calculated by subtracting the amount of Title IV funds the student earned from the total Title IV funding disbursed/or was disbursable. Unearned Title IV funds must be returned to the applicable Title IV program within 45 days of the date of the students' withdrawal. If the amount earned is greater than the amount that has been disbursed, the difference is treated as a post-withdrawal disbursement to the student. Unearned funds are returned to the Title IV programs within 45 days of the student's withdrawal by Student Accounts on behalf of the student and consider the returned funds as the student's debt to Shorter College.

Procedures

Students are notified via their e-mail account that, as a result of withdrawal and pursuant to the Return to Title IV calculation, adjustments have been made to their aid package which may create a balance on the student account. Students must make arrangements with Student Accounts for repayment of the debt if returned funds create an account balance. Unearned Title IV funds are returned to the Title IV programs in the following order:

1. Unsubsidized Federal Direct Loans
2. Subsidized Federal Direct Loans
3. Federal Pell Grant

Institutional Refunds

Institutional refund policies are outlined in the Consumer Information Guide. Tuition adjustments are made based on the following unless otherwise specified on the withdrawal notice. Date of withdrawal Percentage of tuition charged:

Schools shall publish and adhere to a refund policy that provides not less than:

- The registration fee not to exceed one hundred dollars ($100) paid to the school by the student may be retained as an enrollment or application fee.
- All amounts paid more than one hundred dollars ($100) shall be refundable.
- The refund shall be based on the cost for each payment period of the program. All tuition beyond the current payment period shall be refunded when a student terminates.
- During the first twenty five percent (25%) of the payment period the refunds shall be made on a pro rata basis.
- At completion of 25% of the payment period the student owes 50% of the tuition.
- At completion of 50% of the payment period the student owes 75% of the tuition.
- At completion of 75% of the payment period the student owes 100% of the tuition.

TITLE IV REFUND POLICY

Shorter College has developed the Title IV refund policy to comply with the federal aid requirements for returning financial assistance when students completely withdraw, drop out, or otherwise fail to complete the period of enrollment for which they were charged. The return of the funds will be distributed in the following priority award order: Federal Financial Education Loans, Federal Pell Grant, Federal Supplement Grant, and other Title IV programs.

The students have the responsibility of earning the financial aid provided for their period of enrollment. The college follows federal regulations in determining how much financial aid the student has earned at the time of their withdrawal. The unearned financial aid funds must be returned to the Title IV Programs. The percentage of aid earned is determined by dividing the number of days students were enrolled by the number of days in the semester, up to the sixty (60) percent point. If students withdraw from courses after the sixty (60) percent point in the semester, they have earned 100 percent of the aid. If they withdraw from courses before the sixty (60) percent point, the students may owe part of their financial aid if the college determines that the students have received an amount larger than the earned amount

The official withdrawal date indicates the date written notification is submitted to indicate the intent to withdraw. The date is also determined by the midpoint of the period in which students stop attending class without notifying the college. When the total amount of unearned aid is greater than the amount the college

returns from the students' accounts, the students are responsible for returning the unearned funds to the appropriate programs.

The students are notified by the financial aid office of the amount of the repayment within thirty (30) days after determining the day the students withdrew from courses. The students have thirty (30) days after the notification to pay in full or to make satisfactory payment arrangements with the financial aid office. If students fail to make arrangements, the college will submit their names to the United States Department of Education, and they will make arrangements with that office. Failure to make and fulfill satisfactory payment arrangements will make students ineligible to receive federal funds.

SATISFACTORY ACADEMIC PROGRESS (SAP)

SATISFACTORY ACADEMIC PROGRESS POLICY

Academic success is important and necessary for students to receive federal Title IV financial aid. At the end of each semester (fall, spring and summer), your academic record will be reviewed to verify you have made satisfactory academic progress toward earning your degree. Satisfactory academic progress (SAP) requires students to pass a required number of hours with a minimum cumulative grade point average in a maximum timeframe. The policy applies to all students—continuing, transfer, and re-entry.

Minimum Grade Point Average

Students must maintain the following minimum cumulative grade point averages (GPA):

Undergraduate Students: The minimum GPA requirement is based on the number of attempted hours.

Hours Attempted	1 – 15	16 – 30	31 and above +
Minimum Cumulative GPA	1.50	1.75	2.00

Pace or Successful Completion of Course Work Attempted

To be considered as progressing successfully, students must complete at least 67% of all attempted credit hours. Successful completion of a course is defined as a passing grade. Grades of W (withdrawn), F (failed), XF (unofficial withdrawal) or I (incomplete) are not considered successful completion. Pace is calculated using the following formula:

$$\frac{\text{Cumulative number of hours student successfully completed}}{\text{Cumulative number of hours student attempted}}$$

Maximum Time Frame

The following is the maximum number of hours a student may attempt in completion of his/her degree and remain eligible for federal Title IV financial aid:

Students – 102 hours

All coursework attempted including periods when student do not receive federal Title IV aid will be considered in determining the maximum time frame students have to complete a degree and in the calculations of the cumulative grade point average and pace.

- **Transfer Hours**: All transfer work transcript by the Shorter College Registrar will be counted in the ratio to determine the successful completion
  of coursework and in the determination of the maximum time frame.

- **Remedial Coursework**: All remedial coursework will be counted in determination of the ratio to determine the successful completion of coursework and in the determination of the maximum time frame.

- **Repeated Coursework**: If a student repeats a course, the highest grade earned will be used to calculate his/her grade point average. All hours attempted including repeated course will be used to determine the student's pace and maximum time frame. Only one repeat per course will be eligible for financial aid.

- **Academic Clemency**: The Office of Financial Aid must count all prior work attempted in determining eligibility for federal financial aid including hours forfeited through the Academic Clemency Policy.

- **Grade Changes**: Once a grade change occurs, it is the responsibility of the student to contact the Office of Student Financial Services if they wish to have their eligibility for financial aid recalculated based on the grade change.

Financial Aid Warning

If a student fails to meet satisfactory academic progress standards, the student will be placed on financial aid warning status and be permitted to receive federal financial aid for one additional semester. Students are strongly encouraged to take advantage of all academic services available to improve their academic progress during this semester. If satisfactory progress standards are not met at the end of the warning semester, the student will NOT be eligible to receive federal financial aid for the next semester.

Financial Aid Termination

If a student fails to meet satisfactory academic progress standards after the warning semester, federal

financial aid eligibility will be terminated. Students will be responsible for all charges during semesters for which he/she registers for classes and does not receive federal financial aid.

Financial Aid Appeal

Students who have extenuating circumstances may appeal the termination of federal financial aid. Examples of extenuating or mitigating circumstances include illness under a doctor's care, illness or accidents requiring hospitalization or the prolonged illness of a dependent, death of an immediate family member, or other life altering events. The appeal may not be based on the need for assistance or lack of knowledge of the academic requirements. The appeal must be submitted in writing and include why the student failed to meet the standards with an explanation of what has changed that will now allow the standards to be met. Supporting documentation of the extenuating circumstance is required.

The deadline for submitting an appeal is no later than the fifth (5th) day of class of the term for which the appeal is requested. The decision of the Financial Aid Appeals Committee is final; there is no further avenue of appeal. An appeal will either be:

- **Denied**: Students who are denied will not be eligible to receive federal financial aid.

- **Probation**: The appeal is approved, and the student is eligible to receive federal financial aid for one additional semester. The student must meet the satisfactory academic progress standards at the en d of the semester or financial aid eligibility will be terminated.

- **Academic Plan**: The appeal is approved, and the student will be given an academic plan with performance standards that must be adhered to for the student to remain eligible for federal financial aid.

The Financial Aid Appeals Committee cannot guarantee a favorable decision; therefore, students will be responsible for payment of any outstanding student account charges by the due date even if an appeal decision is pending.

Reinstatement of Financial Aid

After federal financial aid termination, students may be eligible for reinstatement of financial aid after the student enrolls in courses at his/her own expense and meets the terms of the satisfactory academic progress policy. The student must meet the following:

- Not exceed the maximum timeframe.

- Complete at least 67% of the attempted cumulative hours as calculated; and
- Achieve the required Shorter College GPA.

Notifications

Students who fail to meet minimum satisfactory academic progress standards will be notified of their status through an email sent to their Shorter College student email and/or via U.S. mail.

Students who do not regain eligibility for financial aid through the appeal process will be notified of the decision and reason(s) for the decision through a letter sent to their Shorter College student email and/or via U.S. mail. It is the student's responsibility to check their email on a weekly basis and to maintain an up-do-date mailing address with the College

FINANCIAL AID APPEAL PROCESS

A student wishing to appeal the decision of the Financial Aid Office may do so by completing a financial aid appeal form available in the Financial Aid Office (FAO). In order to be eligible to file an appeal for financial aid suspension, the student must demonstrate that the student's failure to meet SAP requirements was due to mitigating circumstances such as:

- Illness of student
- Severe injury of student
- Death of a close relative
- Undue hardships or other circumstances

The appeal will be reviewed by the Financial Aid Appeals Committee. The committee's decision will be to either approve or deny the appeal. The decision is final and may not be appealed.

CAMPUS MINISTRY AWARD

The Campus Ministry Organization extends a cash award of $50.00 to a student of the organization who exhibits the following qualities: (1) best attitude toward the organization; (2) general services rendered to others; and (3) participation in college activities.

STUDENT LIFE, ACTIVITIES, AND SERVICES

The College views the activities, programs, and services that it offers or sanctions as integral parts of the college experience. The integration of academic and non-academic experiences can enhance a student's appreciation of moral, social, spiritual, and aesthetic values and contribute to his or her intellectual development. Therefore, the college encourages every student to participate in co-curricular activities and programs and to utilize services that are applicable to his or her needs.

STUDENT SERVICES

The College views the activities, programs, and services that it offers or sanctions as integral parts of the college experience. The integration of academic and non-academic experiences can enhance a student's appreciation of moral, social, spiritual, and aesthetic values and contribute to his or her intellectual development. Therefore, the college encourages every student to participate in co-curricular activities and programs and to utilize services that are applicable to his or her needs.

STUDENT ORIENTATION

Every student who enrolls at the beginning of a semester is introduced to the college and the various functions of its offices, departments, programs, and activities through organized orientation sessions. Provisions are made for night and weekend students to participate.

At each orientation session, student leaders, administrators, and faculty members present brief overviews of college operations and campus life. New students may ask questions and make comments. Question and answer sessions provide healthy discussions among students, the administration, and the faculty.

CHRISTIAN CAMPUS MINISTRY SERVICES

Students are encouraged to participate in the regular services and activities of area churches. On-campus chapel services and religious-emphasis activities are held to provide inspiration to students and other members of the college community.

CHAPEL ASSEMBLY

Students, Faculty and Staff are required to attend chapel assembly each Wednesday from 11am-12pm. Attendance will be recorded.

With regards to student attendance, any student who is unable to attend a Chapel Assembly will be required to view a recording of the Chapel Assembly in Canvas. The student will then be required to respond to questions regarding that Chapel Assembly. Responses to the questions must be submitted through CANVAS in order to be considered

The recording of the assembly will remain in CANVAS for six (6) days. If responses are not recorded in CANVAS by the stated due date, the student will be considered absent.

Chapel Assembly is a Pass/Fail course, and a "Pass" in Chapel Assembly for four (4) semesters is required for graduation.

Attendance from any other events will not be accepted in lieu of viewing Shorter College Chapel Assembly.

TUTORING

Tutoring service is available to students who have demonstrated the need for private instruction or academic assistance that the regular instructors cannot provide. Students in need of tutoring are advised to contact Student Affairs and complete a request form. If a student's placement tests scores or grades indicate that the student may not perform successfully in regular courses, the college requires that he or she take the developmental courses in basic skills. All freshmen students must take a battery of tests in English, reading, and mathematics.

COMPUTER LABS

There are two computer labs available for student use on the campus of Shorter College. The Main Computer Lab, located on the first floor of the Sherman-Tyree Administration Building features 20 thin client workstations and one desktop designated for instructors. A second computer lab is also available for student use in the AW Young Library. See hours posted outside the computer lab.

DISABILITY SERVICES

Shorter College adheres to the provision of the Rehabilitation Act of 1973 (Section 504) and the American with Disabilities Act of 1990 state that qualified students with disabilities who meet the essential functions and academic requirements are entitled to reasonable accommodations. It is the student's responsibility to

provide appropriate disability documentation to the College. The College has a policy to accommodate people with disabilities, pursuant to federal and state law, and to provide equal opportunities. (College Policy). The purpose of providing accommodations is to ensure that students with disabilities are granted the opportunity to access programs and services offered by the college. Requested accommodations are considered on a case-by-case basis by the Coordinator of Disability Services, who works with faculty to ensure both access and academic standards are maintained. Students requesting services must meet with the Disability Services Coordinator and provide sufficient documentation of the disability prior to receiving accommodations. Accommodations are not retroactive and do not result in modification of the essential academic elements of the course. If you are an ADA student, it the obligation of the student to present your Accommodations paperwork to your instructor (for each class you are enrolled in). Ideally, this paperwork should be submitted at the beginning of the semester to enable best course support for you. Please contact the Office of Student Affairs via phone at 374-6305 with any questions.

STUDENT SUCCESS PROCEDURES

Student Success Coach Process:

After students have gone through the Admissions and Financial Aid process, they will then go see their academic advisor to obtain their schedule. Once the following steps are completed, they are to come see a Student Success Coach (SSC) for pre-assessment. The pre-assessment consists of the following:

- Introduction of Student Success Coaches
- Role of SSC and the importance of Student committal: The role of an SSC is to assist students with navigating through the challenges of their undergraduate studies. The one-on-one coaching sessions are designed to address each student's unique needs. The connection made between SSC and student empowers the student to learn of the many resources that Shorter College has to offer. The SSC will be a student's lifeline while in college and the possibilities discovered from a coaching session will ultimately come from the student with the understanding that no matter the barriers they may have, they all share the same commonality which is to graduate.

- Next, the student will complete the necessary paperwork of the SSC assessment using the "Success Model.
- Assessment: When a student comes to see an SSC, the following will take place:
    - Introduction of SSC and how the SSC is beneficial to each student.
    - Each student is to always sign-in when entering the building at the desk.

- Once called back to meet with your SSC, you will supply the Coach with any new contact information, i.e. address and phone number changes.
- Each student is mandated to visit their SSC twice per month in a face-to-face meeting unless it has been pre-approved by the coach to communicate via email and or text messages. If a student has permission to communicate via email or text, the following information must accompany their approved form of communication: Do you have any contact information changes - new cell number/New mailing address? How are you progressing in each of your classes to date? Do you need a tutor for any of your classes? Do you have any barriers that may prevent you from completing this semester successfully? Have you met with your Academic Advisor to review your degree plan and decide on your summer, spring and or fall schedules? To remain consistent, each student should meet and or communicate with their coach in two-week intervals.

Student Success Coaches help students develop strategies for success, which include but are not limited to:

- Interpretation of Test Scores (i.e. COMPASS, ACCUPLACER and ACT)
- Disability Verification
- Eliminating Barriers to Success
- Organization
- Time Management
- Basic Financial Aid Awareness & Assistance (Including FAFSA completion)
- Career/Major Exploration
- Resource Connection (i.e. referrals)
- Understanding College Policies & Procedures
- Campus Engagement

HEALTH SERVICES

The college is located within a 5-mile radius of hospitals and clinics, should an emergency arise, the student will be referred to the institution.

DRUG and ALCOHOL ABUSE PREVENTION PROGRAM

In response to growing awareness of and in relation to alcohol and other drug problems, institutions of higher education are implementing policies and programs to curb alcohol and other drug abuse and negative consequences that come with addiction. In working with the Student Government Association (SGA) and their proposal to offer a healthy living program referred to as “Mental Mondays”, the

Student Affairs Division at Shorter College has implemented an inclusive prevention approach that will join with traditional education programs with strategies aimed at changing the physical, social, legal, and economic environments on campus and in surrounding communities. The population that Shorter College serves recognizes that student behavior is influenced at multiple levels: institutional, community, personal, peers and legislative policy.

Through the various assessments taken at the institution, Shorter College realizes that more has to be done than just putting a written section about alcohol and drug abuse in the back of the student handbook. Through the strong leadership at Shorter College, the Student Affairs Division is convinced that the College President along with faculty and staff will encourage and empower students, parents, alumni and the local community to assist in implementing a strong and effective program.

Policy

ILLEGAL DRUGS: The possession, use, or distribution of controlled substances is prohibited on campus and is subject to law enforcement and campus disciplinary actions. Minimum sanction is suspension. Maximum sanction is prosecution in a court of law.

Drug Conviction

If a student has a federal or state drug conviction during a period of enrollment for which the student was receiving federal aid, the student is disqualified from federal financial aid funding. Students self-report this information on the FAFSA. However, in situations of conflicting information, the School is required to confirm this information.

The student regains eligibility based on the timeline in the chart below (Please note- if the student is convicted for both possession and sale, the longer period applies):

Possession of illegal drugs Sale of illegal drugs

- 1st offense - 1year from date of conviction 2 years from date of conviction
- 2nd offense - 2 years from date of conviction indefinite period
- 3+ offenses - Indefinite period

Students regain eligibility one day after the period of ineligibility ends or after successfully completing a qualified drug rehabilitation program or passing two unannounced drug tests given by such a program. It is the student's responsibility to provide this documentation. Qualified drug rehabilitation programs must include at least two unannounced drug tests and satisfy at least one of the following:

- Be qualified to receive funds directly or indirectly from a federal, state, or local government program.
- Be qualified to receive payment directly or indirectly from a federally-or state-licensed insurance

company.

- Be administered or recognized by a federal, state, or local government agency or court.
- Be administered or recognized by a federally- or state-licensed hospital, health clinic, or medical doctor.

Students identified as ineligible due to a drug conviction (either through the FAFSA information or through confirmation of conflicting information) will be notified in writing of the loss of eligibility, as well as additional information regarding when and how to regain eligibility.

ALCOHOLIC BEVERAGES: Students and/or visitors are not allowed to possess alcohol or drugs on the campus. If drugs or alcohol are found, the student and/or visitor will be expelled from the campus. Shorter College prohibits the possession, consumption, sale, transfer, purchase, or distribution of alcoholic beverages by students on campus or off campus at events sponsored by college organizations, student groups, or departments. Depending upon the nature and/or quantity, the local law enforcement officials will be summoned, and the matter turned over to them. The College will still enforce its policy of suspension or expulsion. It is also a violation for anyone to possess, use, be intoxicated or impaired due to alcohol consumption. The incident is recorded, and the dean will enforce the appropriate statute for the category of the offense. First offense violations vary from counseling to probation. Repeat violations will result in suspension. In lieu of expulsion, a student could agree to participate in a drug rehabilitation program. The College has access to information and can recommend the student's participation. Once successfully completing the program, the violator may be re-admitted under supervision and on strict probation. The sale of drugs and alcohol merit an immediate termination and the involvement of local law enforcement officials.

Sanctions for Violating Drug and Alcohol Policy

Violation of Shorter College's policy regarding illegal drugs and alcohol may result in suspension or expulsion. Students found in violation of the illegal drug and alcohol policy may also be subject to local, state, or federal laws and may face criminal charges punishable by fines and/or imprisonment.

Health Risks

Illicit drugs as well as alcohol and other illegal drugs have various effects on the body and mind. For more information on the effects on the body and mind; and the signs that indicate a person is becoming dependent on a substance, please visit the National Institute on Drug Abuse at https://www.drugabuse.gov/drugs-abuse.

Strategies Used for a Positive Influence on the Campus Culture as it Relate to Alcohol and Drug Abuse

- Keeping the library and Student Center open longer.
- Restrict alcohol advertising on campus and in campus publications.
- Monitor organizations to ensure compliance with alcohol policies and laws.
- Provide a wide range of alcohol-free social and recreational activities.
- Disciplining repeat offenders and those who engage in unacceptable behavior associated with substance use.
- Notify the appropriate persons when students engage in serious or repeated violations of alcohol or other drug policies or laws.

Referral

Referrals to private and public facilities, outpatient and inpatient institutions, and individual practitioners are provided by the Division of Student Affairs. Resource lists of area treatment centers are available through the Student Success Coaches in the Division of Student Affairs. Free literature and handouts are also available.

Self-help groups such as Alcoholics Anonymous and Narcotics Anonymous meet in the community.

Helpful Numbers

Employee Assistance Program: 501.686.2588
Division of Student Affairs – Director of Success Coaches: 501.569.3185 ext. 133
Shorter College Health & Wellness Services – Dr. Randall Walker: 501.374.6305
Shorter College Police Department: 501.374.6305, ext. 115

Community Resources for Alcohol and Drug Treatment:

Alcoholics Anonymous
(501) 664-7303

Narcotics Anonymous
(501) 373-8683

Division of Behavioral Health Services, DHS
(501) 868-9164

Little Rock Community Mental Health
(501) 686-9300

Applicable Arkansas Laws

1. No person under the age of 21 may legally consume or possess alcohol in Arkansas.
2. It is illegal to be so intoxicated in a public place that you are likely to endanger yourself or others or be unreasonably annoying to others. This is a class C misdemeanor, (with a class A as the most serious), and may result in fines and incarceration.
3. Driving a motor vehicle with .08% or more blood alcohol content is a class A misdemeanor that, in addition to incarceration and heavy fines, will result in a suspension of driving privileges from 120-180 days for the first offense. Driving with a license suspended for DWI may result in incarceration for ten days and a $1,000 fine. Refusing the chemical test for blood alcohol content may result in a 180-day suspension of driving privileges for the first offense. In the event of an accident involving a fatality, a blood alcohol content of .08% or higher may result in a charge of manslaughter, even though the driver did not set out to intentionally harm anyone.
4. A person under the age of 21 operating a motor vehicle with .02% but less than .08% blood alcohol content commits the offense of Underage Driving under the Influence. The penalties include suspension of driving privileges for up to 120 days for the first offense, fines up to $500, public service work at the discretion of the court, and mandatory attendance at an alcohol and driving education program.
5. Arkansas statutes 5-27-501 through 503 are aimed at preventing persons under 21 from using altered identification to purchase alcohol. Manufacturing, altering, or distributing altered personal identification for this purpose is a Class C Felony punishable by up to ten years in prison. Possessing altered identification is a class B misdemeanor punishable by up to 90 days in jail and revocation of driving privileges for up to 12 months or age 18, whichever is shortest.
6. Possession of more than one ounce of marijuana or possessing it in a form to facilitate distribution is a felony offense. Possession of any usable amount of any other illegal narcotic is a felony. The penalties range from probation to life in prison.

STUDENT ORGANIZATIONS

To supplement classroom instruction and enhance campus life, Shorter College provides students with the opportunity to participate in a variety of student organizations to expand their experiences and acquire leadership skills. Through these co-curricular activities, students can develop leadership, communication, inter-personal, and management skills. Student organization members also have the opportunity to network with other students, faculty, and interdependence, more appropriate educational plans, mature career plans, and better decision making.

STUDENT GOVERNMENT ASSOCIATION

All Shorter College students are members of the Student Government Association, through which they participate in decision-making processes related to student life. The student body elects officers. Special student activities are organized through the Student Government Association, of which every student is a member. **See appendices for SGA Constitution and By-laws.**

SHORTER COLLEGE CHOIR *

The College Choir sings at campus assemblies and makes public appearances at churches and schools. Membership is open to all students by audition.

STUDENT AMBASSADORS *

The purpose of the Ambassador Team is the positive promotion of Shorter College and its public liberal arts mission. The Ambassadors serve as a vital link between the College student body, prospective students and their families, staff, alumni, and friends. The objectives are:

1. To serve as liaisons between the College, the students, the alumni, the surrounding community of North Little Rock, and the state of Arkansas.
2. To promote awareness of the academics, activities, and student life at Shorter College to prospective students and other audiences.
3. To facilitate an active relationship between students and alumni.
4. To enhance present student involvement in the College.
5. To establish identity and promote the Ambassador Team.

ACADEMY OF CREATIVE ARTS *

Born at Shorter College in fall of 2012, the Academy of Creative Arts houses a company of professional teaching artists whose main goal is to mentor and educate students (K-College) from Shorter College, the greater Little Rock and surrounding areas in the creative arts while exposing these students to diverse cultures. The missions of The Theatre Academy is to share, explore, discuss and produce a creative arts out-of-the box experience that uplift the culture of people of African descent and people of color through theatre education, the visual and performing arts and film production.

PBL (Phi Beta Lambda) *

Future Business Leaders of America-Phi Beta Lambda, Inc. (FBLA-PBL) is the largest career student organization in the world. Each year, FBLA-PBL helps over 250,000 members prepare for careers in business.

FBLA-PBL's mission is to bring business and education together in a positive working relationship through innovative leadership and career development programs.

FBLA-PBL's programs focus on:

- Leadership Development—members develop essential soft skills by holding chapter officer positions at the local, state, and national levels; by networking with accomplished business professionals; and by participating in business-focused workshops, seminars, and academic competitions.

- Academic Competitions—members demonstrate their business expertise at high-profile regional, state, and national competitive events. The top students are recognized with trophies and cash awards. Learn more about FBLA, PBL, and FBLA-Middle Level competitive events.

- Educational Programs—members create career portfolios, enhance their knowledge with world-recognized skills certifications, and have access to select college scholarships. Learn more about educational programs for FBLA, PBL, and FBLA-Middle Level.

- Membership Benefits—members receive exclusive discounts and enhanced benefits for travel, education, and more. Learn about the benefits available to FBLA, PBL, and FBLA-Middle Level members.

- Community Service—members work with the March of Dimes to help end premature births by participating in awareness campaigns and the March for Babies fundraiser. Discover how FBLA, PBL, and FBLA-Middle Level members support the March of Dimes.
- Awards & Recognition—members build a portfolio of accomplishments with a wide range of awards programs. Learn more about FBLA, PBL, and FBLA-Middle Level awards programs.

BMI (Black Male Initiative)

The Shorter College Black Male Initiative (BMI) provides a three-tier learning experience for male students of color that focuses on mental, physical, and social well-being, and career and leadership development.

BMI provide professional mentors, counselors, academic advisors, and other opportunities to meet the physical, social and emotional and cognitive growth and development needs of all participants.

BMI provides opportunities for male students to connect with each other, faculty and staff and Community role models with the goal of positively impacting their college experience all the way up through graduation.

Our mission is to provide relevant experiences is for males that promotes academic, professional, and social success that provides long-term outcomes.

NAMBU *

National Association of Black Men United (NABMU) is a 501(c)3 non-profit organization solely focused on helping black men graduate from college. It is our desire that you will join us in this effort and support black men and women seeking a college degree. We provide black men and women with the tools, resources and services needed to increase their college graduation rates with an aim of improving academic and economic advancements within the African American community.

The Shorter College chapter was chartered on February 27, 2014, by Jason Smedley, inducting twelve students into NABMU. Since then, it has been a visible and viable organization on campus. The Shorter College provides workshops, groups sessions, and other programs that assist the students in ways to retain them in college. The shorter College chapter has participated on the chapter and state-wide level in learning how to help their peers to succeed in school, and graduate.

(*) Denotes organizations are currently inactive.

REGULATIONS GOVERNING STUDENT ORGANIZATIONS

All student organizations wishing to function on the Shorter College campus must submit to the Student Affairs office the following items, on or by October 15.

A. The organization's constitution and by-laws

B. Organization's sponsor and/or advisor's name, address, and telephone

C. A listing of the officers and members

D. Time and place of regular meetings

E. Expected programs and activities with dates

FORMING A NEW STUDENT ORGANIZATION

Protocol or New Student Organization

A. Get the right people together; you will need at least 5 students and 1 advisor

B. Draft some governing documents, these can be a constitution, bylaws, or both.
If the group is part of a national organization, they might have made documents for the group to use, so check with them. If not, the institution can provide an example to help you create new governing documents

C. With governing documents ready, complete the new student organization form below, which will require the following information.

- Name of org., natl. affiliations, purpose of student org, objectives, faculty/staff advisor, department.
- Nondiscrimination agreement and non-campus violations note, org. roster, and governing documents (by-laws, constitution, etc.)

D. Finally, have your advisor sign an and turn it in to the Student Affairs Office.

NEW STUDENT ORGANIZATION ORIGINATION FORM

This form is for New student organizations only.
Also, you must submit a constitution/ by-law with this form.

Name of Student Organization

Purpose of Student Organization:

Objectives:

Faculty/Staff Adviser:

Adviser email/phone

Membership Criteria

Number of Enrolled Student Members

President's Name

President's email/phone

Vice President's Name

Vice President email/phone

Our organization will not: Advocate with incitement or engage in behavior which is contrary to Shorter College regulations or local, state or federal law. Limit membership based on race, religion, national

origin, handicap, or sex (unless exempt from Title IX Regulations).

Organizations Roster: Must have a MINIMUM of 5-member names. Please list email addresses for all student members

Student Organization Registration and Update Form

This form is for existing student organizations only. Also, you must submit a constitution/ by-law with this form.

Date	
Name of Student Organization	
Type of Organization	
Number of Enrolled Students Members	
Name of Advisor	
Advisor's phone & email	
List of all officers (include name, email and phone)	

VOLUNTARY DISSOLUTION OF AN EXISITING STUDENT ORGANIZATION

A. The advisor must submit a letter to the Coordinator of Student Activities, which a minimum should include the following:

    a. *Name of Organization*

    b. *Number of enrolled students*

    c. *List of all officers*

    d. *Reason for dissolution (timeframe, if applicable)*

B. Upon receipt, the Coordinator of Student Activities will form an ad-hoc committee (of various faculty, staff and students), to review the request. The advisor will be notified of the committee's decision.

INVOLUNTARY DISSOLUTION / SUSPENSION OF AN EXISTING STUDENT ORGANIZATION

All registered/recognized student organizations at the institution are expected to act consistently with the values of the institution. Student organizations are collectively responsible for any action committed by members on behalf of the organization that violates college policy. Disciplinary action against student organizations is separate from action taken against individuals.

The Dean of Academic and Student Affairs will oversee the process for addressing cases of Student Organization misconduct or behaviors not consistent with the foundational principles or values of the institution. Committees may be devised to provide a decision regarding the dissolution or suspension of any registered student organization.

SHORTER COLLEGE POLICE DEPARTMENT

At the beginning of each school year, the Dean of Student's office will publish a report to reflect the number of offenses that took place during the previous school year. This report will include statistics on on-campus murders and shootings, burglaries, assaults, theft of vehicles, sex offenses, arrests for possession of weapons and drugs, alcohol and other drug abuse, and crimes permitted by students at off-campus facilities. This report will be distributed by the Dean of Student's office.

Each student will be informed of the policies and procedures for reporting crimes and other offenses. In case of emergency and/or after school opening hours, students are to report these offenses to the security guard on duty. The security guard calls the local police department, if necessary. If it is a minor problem, the guard will resolve the matter. However, a report of the incident is written and filed and/or followed up by the Dean of Student's office. The Dean's office will apply the appropriate measure to the offenses as outlined in this Student Handbook. The security guard will canvass the campus, stop vehicles to inquire of the destination and check their identification.

THE RAVE ALERT SYSTEM

The Rave Alert System provides an easy and effective way to send broadcast or targeted messages across all different communication modes, giving Shorter College the ability to transmit critical information to students, faculty, staff and the community at large. Rave alert is designed specifically for Higher Education, making it possible for Shorter College administrators to alert the public through websites, 2-way SMS text messages, emails, smartphone and tablet users, in the event of inclement weather or the need for the dispersal of other vital information. Our Rave Alert System utilizes the latest multi-modal technology and will greatly assist Shorter College in keeping you informed.

SMOKE FREE CAMPUS

Policy for a Tobacco-Free/Vape-Free Shorter College Campus

Because Shorter College is committed to providing a safe and healthy working, and learning environment for the students, faculty, staff and visitors on its campus, it hereby adopts the following tobacco-free/vape-free policy.

Section 1. Findings and Intent.

The 2006 U.S. Surgeon General's Report, The Health Consequences of Involuntary Exposure to Tobacco Smoke, concluded that (1) secondhand smoke exposure causes disease and premature death in adults and children who do not smoke; (2) children exposed to secondhand smoke are at an increased risk for sudden infant death syndrome (SIDS), acute respiratory problems, ear infections, and asthma attacks, and that smoking by parents causes respiratory symptoms and slows lung growth in their children; (3) exposure of adults to secondhand smoke has immediate adverse effects on the cardiovascular system and causes coronary heart disease and lung cancer; (4) there is no risk-free level of exposure to secondhand smoke; (5) establishing smoke-free/tobacco-free public and workplaces such as college campuses is the only effective way to ensure that secondhand smoke exposure does not occur, because ventilation and other air cleaning technologies cannot control for exposure of nonsmokers to secondhand smoke; and (6) evidence from peer-reviewed studies shows that smoke-free/tobacco-free/vape-free policies and laws do not have an adverse economic impact on the businesses and institutions of higher education. (U.S. Department of Health and Human Services. The Health Consequences of Involuntary Exposure to Tobacco Smoke: A Report of the Surgeon General. U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health, 2006.)

According to the 2010 U.S. Surgeon General's Report, How Tobacco Smoke Causes Disease, even occasional exposure to secondhand smoke is harmful and low levels of exposure to secondhand tobacco smoke lead to a rapid and sharp increase in dysfunction and inflammation of the lining of the blood vessels, which are implicated in heart attacks and stroke. (U.S. Department of Health and Human Services. How Tobacco Smoke Causes Disease: The Biology and Behavioral Basis for Smoking Attributable Disease: A Report of the Surgeon General. Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health, 2010.)

According to the 2014 U.S. Surgeon General's Report, The Health Consequences of Smoking—50 Years of Progress, secondhand smoke exposure causes stroke in nonsmokers. The report also found that since the 1964 Surgeon General's Report on Smoking and Health, 2.5 million nonsmokers have died from diseases caused by tobacco smoke. (U.S. Department of Health and Human Services. The Health Consequences of Smoking—50 Years of Progress. U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health, 2014.)

Numerous studies have found that tobacco smoke is a major contributor to indoor air pollution, and that breathing secondhand smoke (also known as environmental tobacco smoke) is a cause of disease in healthy nonsmokers, including heart disease, stroke, respiratory disease, and lung cancer. The National Cancer Institute determined in 1999 (Monograph #10) that secondhand smoke is responsible for the early deaths of approximately 53,000 Americans annually. (National Cancer Institute (NCI), "Health effects of exposure to environmental tobacco smoke: the report of the California Environmental Protection Agency. Smoking and Tobacco Control Monograph 10," Bethesda, MD: National Institutes of Health, National Cancer Institute (NCI), August 1999.)

Based on a finding by the California Environmental Protection Agency in 2005, the California Air Resources Board has determined that secondhand smoke is a toxic air contaminant, finding that exposure to secondhand smoke has serious health effects, including low birth-weight babies; sudden infant death syndrome (SIDS); increased respiratory infections in children; asthma in children and adults; lung cancer, sinus cancer, and breast cancer in younger, premenopausal women; heart disease; and death. (California Air Resources Board (ARB), "Appendix II Findings of the Scientific Review Panel: Findings of the Scientific Review Panel on Proposed Identification of Environmental Tobacco Smoke as a Toxic Air Contaminant as adopted at the Panel's June 24, 2005, Meeting," California Air Resources Board (ARB), September 12, 2005.)

The U.S. Centers for Disease Control and Prevention has determined that the risk of acute myocardial infarction and coronary heart disease associated with exposure to tobacco smoke is non-linear at low doses, increasing rapidly with relatively small doses such as those received from secondhand smoke or actively smoking one or two cigarettes a day, and has warned that all patients at increased risk of coronary heart disease or with known coronary artery disease should avoid all indoor environments that permit smoking. (Pechacek, Terry F.; Babb, Stephen, "Commentary: How acute and reversible are the cardiovascular risks of secondhand smoke?" British Medical Journal 328: 980-983, April 24, 2004.)

Unregulated high-tech smoking devices, commonly referred to as electronic cigarettes, or “e-cigarettes,” closely resemble and purposefully mimic the act of smoking by having users inhale vaporized liquid nicotine created by heat through an electronic ignition system. After testing a number of e-cigarettes from two leading manufacturers, the Food and Drug Administration (FDA) determined that various samples tested contained not only nicotine but also detectable levels of known carcinogens and toxic chemicals, including tobacco-specific nitrosamines and diethylene glycol, a toxic chemical used in antifreeze. The FDA’s testing also suggested that “quality control processes used to manufacture these products are inconsistent or non-existent.” ([n.a.], "Summary of results: laboratory analysis of electronic cigarettes conducted by FDA," Food and Drug Administration (FDA), July 22, 2009; http://www.fda.gov/NewsEvents/PublicHealthFocus/ucm173146.htm Accessed on: October 22, 2009.)

According to a more recent study, electronic cigarette emissions are made up of a high concentration of ultrafine particles, and the particle concentration is higher than in conventional tobacco cigarette smoke. (Fuoco, F.C.; Buonanno, G.; Stabile, L.; Vigo, P., "Influential parameters on particle concentration and size distribution in the mainstream of e-cigarettes," Environmental Pollution 184: 523-529, January 2014.) Electronic cigarettes produce an aerosol or vapor of undetermined and potentially harmful substances, which may appear similar to the smoke emitted by traditional tobacco products. Their use on college campuses, in work and other public places where smoking of traditional tobacco products is prohibited creates concern and confusion and leads to difficulties in enforcing the smoking prohibitions.

According to the American Nonsmokers’ Rights Foundation, more than 1,300 colleges and universities in the United States have adopted smoke-free or tobacco-free/vape-free policies and this number is rising steadily. The American College Health Association “encourages colleges and universities to be diligent in their efforts to achieve a 100% indoor and outdoor campus-wide tobacco-free/vape-free environment.” The United States Department of Health and Human Services (HHS) has created the Tobacco-Free College Campus Initiative (TFCCI) to promote and support the adoption and implementation of tobacco-free policies at universities, colleges, and other institutions of higher learning across the United States. The smoking of tobacco, hookahs, or marijuana and the use of electronic cigarettes are forms of air pollution and constitute both a danger to health and a material public nuisance.

In Arkansas, all public funded colleges and universities have adopted and implemented a tobacco –free campus policy. Only two Historically Black Colleges and Universities (HBCU’s) in the state have adopted and implemented a tobacco-free campus policy. Shorter College with its current comprehensive health mission is seeking to become the third HBCU to adopt and implement a tobacco-free/nicotine-free campus policy.

Accordingly, the Shorter College Board of Trustees finds and declares that the purposes of this policy are (1) to protect the health of students, faculty, staff, visitors and the general public by prohibiting smoking and the use of other tobacco products, including electronic cigarettes, on the Shorter College campus; (2) to guarantee the right of nonsmokers to breathe smoke-free and nicotine free air, while recognizing that the need to breathe smoke-free air shall have priority over the desire to smoke; and (3) to encourage a healthier, more productive learning environment for all members of our campus community.

Section 2. Definitions.

A. "Electronic Smoking Device" means any product containing or delivering nicotine or any other substance intended for human consumption that can be used by a person to simulate smoking through inhalation of vapor or aerosol from the product. The term includes any such device, whether manufactured, distributed, marketed, or sold as an e-cigarette, e-cigar, e-pipe, e-hookah, or vape pen, or under any other product name or descriptor.

B. "Hookah" means a water pipe and any associated products and devices which are used to produce fumes, smoke, and/or vapor from the burning of material including, but not limited to, tobacco, shisha, or other plant matter.

C. "Smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, or pipe, or any other lighted or heated tobacco or plant product intended for inhalation, including hookahs and marijuana, whether natural or synthetic, in any manner or in any form. "Smoking" also includes the use of an electronic smoking device which creates an aerosol or vapor, in any manner or in any form, or the use of any oral smoking device for the purpose of circumventing the prohibition of smoking in this Article.

D. "Tobacco Product" means any substance containing tobacco leaf, including but not limited to, cigarettes, cigars, pipe tobacco, hookah tobacco, snuff, chewing tobacco, dipping tobacco, bidis, blunts, clove cigarettes, or any other preparation of tobacco; and any product or formulation of matter containing biologically active amounts of nicotine that is manufactured, sold, offered for sale, or otherwise distributed with the expectation that the product or matter will be introduced into the human body by inhalation; but does not include any cessation product specifically approved by the U.S. Food and Drug Administration for use in treating nicotine or tobacco dependence.

Section 3. Smoking and Tobacco Use Prohibited on Shorter College Campus.

In light of the above findings, Shorter College campus shall be entirely tobacco/vape-free.

The Tobacco-Free/Vape Free Policy applies to all Shorter College facilities, property, and vehicles, owned or leased, regardless of location. Smoking and the use of tobacco products shall not be permitted in any

enclosed place, including, but not limited to, all offices, classrooms, hallways, waiting rooms, restrooms, meeting rooms, community areas, performance venues and private residential space within Shorter College Campus housing. Smoking and the use of tobacco products shall also be prohibited outdoors on all Shorter College campus property, including, but not limited to, parking lots, paths, fields, sports/recreational areas, and stadiums. This policy applies to all students, faculty, staff, and other persons on campus, regardless of the purpose for their visit.

Section 4. Promotion and Sale of Tobacco Products Prohibited on Shorter College Campus.
In further recognition of the incompatibility of Shorter College's educational mission and the promotion of tobacco products:
No tobacco-related advertising or sponsorship shall be permitted on Shorter College campus property, at Shorter College-sponsored events, or in publications produced by the Shorter College, with the exception of advertising in a newspaper or magazine that is not produced by Shorter College and which is lawfully sold, bought, or distributed on Shorter College property.

For the purposes of this policy, "tobacco related" applies to the use of a tobacco brand or corporate name, trademark, logo, symbol, or motto, selling message, recognizable pattern or colors, or any other indicia of product identical to or similar to, or identifiable with, those used for any brand of tobacco products or company which manufactures tobacco products. No tobacco products or paraphernalia shall be sold or distributed as samples on the college grounds, either in vending machines, the student union, or any area on campus.

Copies of this policy shall be distributed to all faculty and staff and shall be included with information given to all admitted students. Announcements shall also be printed in campus publications, posted on bulletin boards in highly visible areas to ensure that everyone is aware of and understands the policy.
Signs prohibiting smoking and the use of tobacco products shall be posted at all points of entry to the Shorter College campus and at all Shorter College building entrances. No ashtrays shall be provided at any location on campus.

This policy is being announced 67 days prior to its implementation in order to give smokers time to adapt to its restrictions and to facilitate a smooth transition to a tobacco-free/vape-free environment. On-site smoking cessation programs shall be made available to assist and encourage individuals who wish to quit smoking. Questions and problems regarding this policy should be handled through existing departmental administrative channels and administrative procedures.

The success of this policy will depend on the thoughtfulness, consideration, and cooperation of smokers

and nonsmokers. All students, faculty, and staff share in the responsibility for adhering to and enforcing this policy. Violations of the policy will be treated in accordance with general campus disciplinary procedures.

This Policy shall be effective on May 2, 2016

Implementation and Enforcement of Tobacco-Free/Vape-Free Shorter College Campus Policy

IMPLEMENTATION

Authority for enforcement of this policy is vested in the Deans of Colleges, Department Chairs, Supervisors, Faculty/Staff, Dean of Students, Athletic Director or their designee, Shorter College Our Healthy HBCU Task Force, and the Shorter College Police Department, in conjunction with the Shorter College Policy Committee.

COMPLIANCE

Violation of this policy may result in corrective action under the Student Code of Conduct, Human Resources Policies and Procedures or other applicable Shorter College Regulations or Policies. Visitors refusing to comply may be asked to leave campus.

TOBACCO/VAPE FREE IMPLEMENTATION & COMPLIANCE GUIDELINES

Effective May 2, 2016, Shorter College will create a **tobacco free/vape free** campus that encompasses the entire Shorter College campus and all properties owned, operated, leased, or controlled by Shorter College. These guidelines are intended to assist Faculty/Staff, Administrators and students in the implementation of this policy change.

Violation of the policy is defined as using ***any*** tobacco products, including **e cigarettes and** other non-combustible tobacco products, within the prohibited areas.

Successful implementation of the Policy will engage everyone in creating a culture of compliance. Faculty/staff and students will be given information and communication about the policy. Through a variety of communication venues, the College will courteously remind any faculty/staff, student, visitor, vendor, or contractor violating the Policy that Shorter College prohibits the use of all tobacco products on the Shorter College property.

Authority for enforcement of this policy is vested in the Deans of Colleges, Department Chairs, Supervisors, Faculty/Staff, Dean of Students, Shorter College Task Force, and the Shorter College Police Department, in conjunction with the Shorter College Policy Committee. They are responsible for responding to reported violations of the Policy.

I. EMPLOYEES

Employees are defined as persons employed by Shorter College (faculty, staff, student, and temporary). All Shorter College employees will be informed of Shorter College Tobacco Policy. An employee who violates the Policy will be subject to corrective action under the Human Resources

Policies and Procedures or other applicable University regulations or policies. Employees on the Shorter College Campus may also be referred to the Vine, the Shorter College Health and Wellness Center-The Vine for access to wellness programs or other programs to manage symptoms and/or treat tobacco dependence as appropriate.

II. STUDENTS

During the admission and enrollment process, all students will be informed of Shorter College Tobacco policy and receive informative materials relating to the policy
Students on the Tuskegee Campus may also be referred to the Shorter College Student Health & Wellness Center-The Vine for access to smoking cessation treatment programs or other programs to manage symptoms and/or treat tobacco dependences appropriate.

A. **Student**

Students who violate the Policy will be reported to the Dean of the appropriate college or the Dean of Students. Students who violate the Policy in student housing areas will be reported to the Office of Residence Life. Students who violate the Policy will be subject to corrective action according to the applicable disciplinary code.

B. Dual Student/Employee Status

Some students, such as Teaching Assistants or Graduate Assistants, may have dual status as a student and an employee. These students who violate the policy should be reported to the Dean of their college, or the Dean of Students. These students may be subject to corrective action according to the applicable disciplinary code, the Human Resources Policies and Procedures or other applicable Shorter College regulations or policies.

III. CAMPUS VISITORS AND GUESTS

Visitors and Guests will be notified of this policy through campus signage, notification on the Shorter College website, and notification provided by the Shorter College department that is responsible for their visit. Visitors and guests who pre-register for a visit will be informed of the Tobacco/Vape free policy at the time of registration or prior to the visit. Tobacco/Vape use violations by any person will be reported to the Shorter College department that is responsible for their visit. Guests and visitors who violate the Policy may be asked to leave campus.

IV.VENDOR AND CONTRACTS

Vendors and contractors will be informed of Shorter College Tobacco Policy in the bid or contract documents. Violations of the Policy by vendors or contractors or any of their employees or agents, including subcontractors, will be considered a breach of contract.
Tobacco/Vape used by a vendor or contractor will be reported to the appropriate campus contact,

such as the Physical Plant Division, Purchasing, Project Managers, Foodservices, etc. The name or description of the individual and location should be provided. Follow up will be handled by the Facility Project Manager.

TOBACCO/VAPE FREE ENFORCEMENT

In accordance with respective campus policies, procedures, and the Student Codes of Conduct, violators of this policy will be subjected to appropriate disciplinary actions up to and including applicable dismissal procedures. Moreover, any member of the Shorter College Community may and is expected to identify violators of this policy. Support will be provided by the Shorter College Police Department, and any supervisors for those who are not comfortable with addressing the violation of his/her own.
Enforcement of the Tobacco/Vape Free Policy is expected following the basic procedures set out in this document and the detailed procedures.

A. Employee Violation

1. Anyone identifying an employee violation will:
    a. Report it to a supervisor; or
    b. Report it to Human Resources; **AND**
    c. Report it to the Shorter College Police.
2. Shorter College Police will complete the reporting process.

B. Student Violations

1. Anyone identifying a student violation will:
    a. Obtain the violator's full name and/or ask for their identification card; **AND**
    b. Report the incident to the Shorter College Police Department
    c. Contact Shorter College Police when:
        i. The violator is non-compliant; or
        ii. It is outside of normal College Business Hours
    d. Contact Housing & Residential Life when:
        iii. The individual violator lives in campus housing
2. Shorter College Police will forward all violations and reports received to Shorter College Task Force for documentation, and the Shorter College Business Office.
3. Shorter College Police will be responsible for addressing all violations with faculty, staff, visitors, guests, vendors, and contractors on Shorter College as defined by the college boundaries.
    a. Reminding the person of this policy,
    b. Requesting immediate compliance with this policy,
    c. Obtaining the violator's full name/or asking for their identification card; and/or
    d. Completing a paper/online violation form

C. Visitor Violations

1. Anyone identifying a visitor violation associated with an event will:
    a. Contact Shorter College Police; or
    b. Contact the office responsible for the event in which the visitor is participating.
2. Anyone identifying a visitor violation not associated with a college event will contact Shorter College Police Department.
3. Visitors who do not comply will be removed from campus at the discretion of the Shorter College Police Department.

Documentation of Violations

A form will be completed either on paper/online for each occurring violation and recorded in Canvas. Assistance and director from Human Resources/Business Office, and the Shorter College Task Force, and Judicial Affairs will be made available. This form:

4. Will be completed on paper/online and recorded in CANVAS,
5. Will be forwarded to Human Resources/Business Office for documentation of each violation,
6. Will be forwarded to the Shorter College Task Force for documentation of each violation,
7. Will be used to monitor repeat violations,
8. May be forwarded to Judicial Affairs.

F. Sanctions

Judicial Affairs will address sanctions for student violations and Human Resources will address those for Shorter College employees. Consequences of violating this policy encompasses a wide range of sanctions that include, but are not limited to, verbal warning, written documentation/warning, and fines proceedings for both employees and students.

1. Students

The respective campus Judicial Affairs Director will address sanctions for student violators. Sanctions will pursue a progressive format for all reported violations as follows:

a. First Violation
    i. The violator will receive a verbal warning from the Shorter College Police through Judicial Affairs and a verbal policy reminder.

b. Second Violation
    i. The violator will receive a $50.00 fine and referred to the Shorter College Health & Wellness Center's Smoking cessation program or recommended cessation program.

    The Business Office will receive a copy of the fine and the fine will be placed on the violators account if a student or student-employee. The fine will need to be paid in the business office.

c. Third Violation
    i. The violator will receive a $75.00 fine, and referred to the Shorter College Health &

Wellness Center's Smoking cessation program or recommended cessation program

The Business Office will receive a copy of the fine and the fine will be placed on the violator's
account if a student or student-employee. The fine must be paid in the business office.

d. Fourth Violation
   i. The violator will receive a $100.00 fine, and referred to the Shorter College Health & Wellness Center's Smoking cessation program or recommended cessation program

   The Business Office will receive a copy of the fine and the fine will be placed on the violators account if a student or student-employee. The fine must be paid in the business office.

2. Employees

Violators of Shorter College policies are subject to disciplinary action up to and including applicable dismissal proceedings. Progressive disciplinary sanctions will be implemented through the following general format, which includes, but is not limited to:

a. First Violation

   i. The violator will receive a verbal warning from through his/her supervisor with the assistance of Human Resources and a verbal policy reminder from the Shorter College Police

b. Second Violation
   i. The violator will receive a $50.00 fine, and referred to the Shorter College Health & Wellness Center's Smoking cessation program or recommended cessation program

   The Business Office will receive a copy of the fine and the fine will be placed on the violators account if a student or employee. The fine will need to be paid in the business office.

c. Third Violation
   i. The violator will receive a $75.00 fine, and referred to the Shorter College Health & Wellness Center's Smoking cessation program or recommended cessation program

   The Business Office will receive a copy of the fine and the fine will be placed on the

violators account if a student or employee. The fine must be paid in the business office.

d. Fourth Violation
   i. The violator will receive a $100.00 fine, and referred to the Shorter College Health & Wellness Center's Smoking cessation program or recommended cessation program

   The Business Office will receive a copy of the fine and the fine will be placed on the violators account if a student or employee. The fine must be paid in the business office.

NOTE: The University/campus reserves the right to consider mitigating factors that may influence the process to make it stricter or more lenient depending on the particular circumstances.

3. Visitors

Visitors found in violation of this policy will be requested to comply. Those who do not comply will be asked to leave the respective campus. Police officers reserve the right to issue summons for violations. Repeat violators may also be banned from the campus.

G. Compliance

The success of this policy will depend on the thoughtfulness, consideration, and cooperation of tobacco users and non-tobacco users. It is the responsibility of all members of the Shorter College community to comply with this policy as well as all other Shorter College policies.

Members of our various campus communities are empowered and expected to professionally and respectfully inform others about the policy in an ongoing effort to enhance awareness and encourage compliance. Furthermore, employees and student leaders are expected to serve as role models for the entire campus community. Violations of this policy will be handled in a manner that is consistent with all University policies and procedures.

Furthermore, employees and student leaders are expected to serve as role models for the entire campus community. Violations of this policy will be handled in a manner that is consistent with all Shorter College policies and procedures.

Smoking waste management products, such as ashtrays, shall be removed from all campus premises within a reasonable timeframe.

NOTICE

Signs communicating this policy shall be prominently posted and properly maintained where tobacco use and smoking are regulated by this policy, including all building entrances, grounds, and vehicles. Shorter College shall also notify students, parents/guardians, staff, contractors, and other school visitors annually of the Tobacco/Vape-free policy in written materials including, but not limited to,

handbooks, manuals, contracts, newspapers and newsletters.

V. POLICY AND PROCEDURE REVIEW

The Our Healthy HBCU Shorter College Task Force, Human Resources, and respective campus Office of Student Life will maintain specific responsibility for completing revisions and associated outreach.

This policy was adopted by the Shorter College Board of Directors on *March 29, 2016*

The Implementation and Enforcement Policy was reviewed and adopted by the *President O Jerome Green* on *May 20, 2016*.

ALMA MATER

(Tune: Auld Lang Syne)

O Shorter we all love thee You
made the way for us;
Our prayers, our aims, our loyal claims Shall
all be in thy name.

We pledge to live in noble deeds Lift
high thy grand ideals; Serving a
world that is in need And live a life
that's real.

Help those who laud and praise this day Thy
grand truths to express;
Old Alma Mater, we do pray
That thou shalt live for aye.

Refrain:

That thou shalt live for aye, Mater
That thou shalt live for aye;
O Shorter College, we do pray That
thou shalt live for aye

James Roy McBeth –
CAMPUS MAP

