PAUL QUINN

2026-2028
ACADEMIC CATALOG

3837 Simpson Stuart RD
Dallas, TX 75241
www.PAULQUINN.edu

BOT Approved May 1, 2026

The catalog presents information regarding admission requirements, offered courses, degree requirements, tuition, fees and the general rules and regulations of Paul Quinn College. The information was as accurate as possible at the time of publication. Updates will be made to the catalog as needed. Such changes will be publicized through normal channels and updated to the electronic version available via the College Web site. The Board of Trustees reviews the official documents of the College annually, typically during the September meeting.

Anti-discrimination Statement

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

Contact Information

www.PaulQuinn.edu
3837 Simpson Stuart Road, Dallas, TX 75241-4398

POSITION	214-379 EXTENSION		LOCATION
Main Number	214-376-1000		
The Welcome Center	5599	On-Call Cell 214-971-9911	Secuity Booth
Mental Health Coordinator	5426	214-213-4941	SUB 202
Information Technology - A/V Specialist	5423		Adams 105
Head Track and Field Coach	5509		SUB 103-D
Information Technology Help Desk	5425		Adams 105
Assist. Director of Enrollment Management Operations	5547		Adams 200
Director Food Service, Events & Retail Operations	5415		Adams 314
Campus Nurse	5526		SUB 105
Maintenance Staff	5411		Adams 108
Dir. of TRiO Student Support Services	5455		SUB 100
Chief of Staff	5413		Adams 200
Vice President of Athletics & Student Experience	5400		SUB 200
Assistant Director of Academic Advising & Retention / Head Women's Volleyball Coach	5524		Adams 106-F
Chief Administrative Officer/Institutional Programs/VP of Academic Affairs	5500		Adams 310
Financial Aid Director	5438		Adams 200
Manager of Student Accounts	5560		Adams 208
Co-Director of Professional Dev. & Staff Training	5430		Adams 308-A
Director of Institutional Research & Effectiveness	5522		Adams 214-B
Finl. Aid Officer / Director of Alumni Affairs	5494		Adams 200
Registrar/ Institutional Readiness Officer	5412		Adams 214
Atheletic Trainer	5447		SUB 106
Associate Director - On-Campus Work Program	5554		Adams 206
Executive Assistant to the President	5546		Adams 300
Head Coach-Men's/Women's Soccer			SUB 103-B
Admin. Assistant / Office of Enrollment Management	5510		Adams 200
Head Coach Women's Basketball	5499		SUB 103-F
CEO Quinnite Schools Network	5559		Adams 308-B
President	5550		Adams 300
Head Men's Basketball Coach			SUB 103-E
Game Day Operations	5401		Adams 301-B
Director of Online Learning - Writing Hub	5487		Adams 308
Title III Coordinator	5485		Adams 105
External Affairs / Game Day / General Athletic Support	5551		Adams 106-C
Assist. Director of the Work Program for Training	5407		Adams 206-B
Chief Academic Officer/VP of Academic Affairs	5428		Adams 310
Food Service Director	5513		SUB Cafe
Director of Library Services	5576		SUB/Tigers Den
Admin. Assistant / Academic Affairs	5484		Adams 309
Director, Upward Bound Program (UB)	5419		SUB 107

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PAUL QUINN

Office of the President

Dear Quinnites:

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

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

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

Leave places better than you found them;

Live a life that matters;

Lead from wherever you are;

Love something greater than yourself.

If you have any questions, please know you are never alone. We are always here for you. You have done more than matriculated at a college. You have joined a family. If you need assistance from the Office of the President, please call 214.379.5577 or send an email to President@pqc.edu.

I look to forward to seeing you soon and often.

Take care,

President Michael J. Sorrell, Ed.D.

The Quinnite Nation

Our Mission

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

Statement of Accreditation

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

Certificate of Authorization

The Texas Higher Education Coordinating Board has granted a Certificate of Authorization to Paul Quinn College to award the approved Bachelor of Arts and Science degrees. This certificate does not constitute accreditation; the issuance of this certificate attests only to the institution's having met the Board's standards established for nonexempt institutions.

Questions or complaints about the institution should be addressed to:

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

Affiliation

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

Christian Philosophy of Education

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

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

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

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

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

Confession of Our Faith: The Doctrinal Statement

Paul Quinn College, its students and employees, affirm the Biblical and theological foundations of the African Methodist Episcopal Church and commit ourselves to fulfilling the mission and philosophy of education that reflects our foundations. These beliefs are enumerated in the Articles of Religion, the Standard Sermons of John Wesley and the Apostle’s Creed.

Apostle's Creed

I believe in God the Father Almighty, Maker of heaven and earth and in Jesus Christ his only son our Lord who was conceived by the Holy Spirit, born of the Virgin Mary, suffered under Pontius Pilate, was crucified, dead; and buried. The third day he arose from the dead' he ascended into heaven and sitteth at the right hand of God the Father Almighty; from thence he shall come to judge the quick and the dead. I believe in the Holy Spirit, the Church Universal, the communion of saints, the forgiveness of sins, the resurrection of the body and the life everlasting. Amen

Foundational Beliefs

The Trinity: 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. And in unity of this God-head, there are three persons of one substance, power and eternity; the Father, the Son and the Holy Ghost. (Article I)

Deity and Humanity of Christ: The Son, 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 suffered, was crucified, dead and buried, to reconcile his Father to us and to be a sacrifice, not only for original guilt, but also for actual sins of men. (Article II)

The Bible: The Bible is primary, authoritative and informative in all matters of faith and practice; all Scripture is given by inspiration of God (2 Tim. 3:16-17). The Holy Scripture containeth all things necessary to salvation; so that whatever is not read therein, nor may be proved thereby, is not to be required of any man, that it should be believed as an article of faith, or be thought requisite or necessary to salvation. In the name of the Holy Scriptures, we do understand those canonical books of the Old and New Testament, of whose authority was never any doubt in the Church. (Article IV)

Creation: God is creator of all. (Genesis 1:1) “All things where made by Him and without Him was not anything made that was made.” (John 1:3) We agree with John Wesley (Sermon 56) when he said, “When God created the heavens and the earth and all that is therein, at the conclusion of each day’s work it is said, “And God saw that it was good.”” (Genesis 1:1-27). Thus, we believe that creation occurred in six literal days.

Redemption: Not every sin willingly committed after justification is the sin against the Holy Ghost and unpardonable. Wherefore, the grant of repentance is not to be denied to such as fall into sin after justification. After we have received the Holy Ghost, we may depart from grace given and fall into sin and by the grace of God, rise again and amend your lives. And therefore, they are to be condemned who say they can do no more sin as long as they live here; or deny the place of forgiveness to such as truly repent. (Article XII)

Salvation: We are accounted righteous before God only for the merit of our Lord and Savior, Jesus Christ, by faith and not by our own works or deserving; wherefore, that we are justified by faith only, is a most wholesome doctrine and very full of comfort. (Article IX)

Second Coming: Jesus Christ his only son our Lord who was conceived by the Holy Spirit, born of the Virgin Mary, suffered under Pontius Pilate, was crucified, dead; and buried. The third day he arose from the dead' he ascended into heaven and sitteth at the right hand of God the Father Almighty; from thence he shall come to judge the quick and the dead. (Apostle’s Creed)

Heaven and Hell: And he who was seated on the throne said, “Behold, I am making all things new.” Also he said, “Write this down, for these words are trustworthy and true.” And he said to me, “It is done! I am the Alpha and the Omega, the beginning and the end. To the thirsty I will give from the spring of the water of like without payment. The one who conquers will have this heritage and I will be his God and he will be my son. But as for the cowardly, the faithless, the detestable, as for murderers, the sexually immoral, sorcerers, idolaters and all liars, their portion will be in the lake that burns with fire and sulfur, which is the second death.” (Revelation 21:5-8)

Satan: Satan is a real being, a fallen angel, the tempter and the accuser. We believe we are to follow the admonition of James: “Submit yourselves therefore to God. Resist the devil and he will flee from you” (James 4:7)

The Quinnite Creed: THE Four L’s of Servant Leadership

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

I stand before you ready to accept my place in the Quinnite family.

As a Quinnite, I promise to embrace the ideals of servant leadership and will, at all times, display only the highest degree of ethical practices, spiritual faithfulness, and financial responsibility.

As a Quinnite, I believe in the “Four Ls of Quinnite Leadership”:

To Leave places better than you found them;

To Lead from wherever you are;

To Live a life that matters; and

To Love something greater than yourself.

As a Quinnite, I pledge to uphold the standards of selflessness embodied by our institutional ethos of WE Over Me.

As a Quinnite, I believe in making no small plans and will never allow a stumble to become a fall.

As a Quinnite, I believe in the beauty and strength of families and vow to always be a respectful mate and a loving parent.

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

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

The Institutional Ethos

The needs of the many supersede the wants of the few, which can be summarized as **WE Over Me**.

The Quinnite Code of Honor

A Quinnite does not lie, cheat, or steal or tolerate those who do.

Our History

Paul Quinn College was founded by a small group of African Methodist Episcopal (A.M.E.) preachers under the leadership of Bishop J. M. Brown in Austin, Texas, on April 4, 1872. Known originally as the Connectional High School and Institute, its original purpose was to educate the formerly enslaved and their progeny.

Later, under the direction of Bishop William Paul Quinn, A.M.E. districts were developed throughout the South and tasked with raising funds to support the College.

In 1877, the College moved to Waco, Texas, and was renamed Waco College. At that time, the College was comprised of just one building, and the students learned blacksmithing, carpentry, tanning, and saddle-working skills. Soon thereafter, the College purchased over 20 acres of land and expanded the curriculum to include Latin, mathematics, music, theology, English, carpentry, sewing, and household work. In May 1881, the College was chartered by the state of Texas, and its name was changed to Paul Quinn College to commemorate the contributions of Bishop William Paul Quinn.

In 1990, with a gift from Dallas businessman Comer Cottrell, Paul Quinn College relocated from Waco to the former campus of Bishop College on 147 acres of beautiful rolling hills and trees just outside of downtown Dallas, Texas. In 2007, a Boston Consulting Group

report provided the impetus for radical changes at the institution that fostered a transformation unprecedented in higher education. In 2011, the College was recognized as HBCU of the Year; in 2012, the Student Government Association was recognized as SGA of the Year; and by 2013, the College's Center for Fundraising and Philanthropy was named HBCU Business Program of the Year. The College won the inaugural SXSW HBCU Battle of the Brains in 2017, competing in the final round each year and placing in the top three in 2019. During the Obama presidency, the College also placed two students as White House All-Stars. As a result of his role in the transformation of the College, President Michael J. Sorrell has been named HBCU Male President of the Year three times (2012, 2016, and 2018); Education Drive's President of the Year in 2018; was recently named of the World's 50 Greatest Leaders by Fortune Magazine; and one of the 31 People Changing the South by Time Magazine.

In March 2017, Paul Quinn College received designation as the ninth federally recognized Work College in the country. This recognition is especially notable since Paul Quinn College is the only Work College located in an urban setting and the only Minority Serving Institution that is a Work College. The Work College designation forms the foundation of Paul Quinn College's New Urban College Model, which positions the college for global expansion. In 2018, the College broke ground for the first new building in its 40 years in Dallas. The Trammell S. Crow Living and Learning Center opened in June 2021.

During the 2020-2021 academic year and COVID-19 pandemic, the College continued providing online classes, served as a vaccination and food donation site for the South Oak Cliff Community. August 2021, Dallas ISD opened the Frederick D. Haynes, III Global Preparatory Academy to students in sixth through 12th grades. In January 2022, KIPP Oak Cliff Academy opened to students from 9th – 12th grades on the College's campus, providing a pipeline to college for students from both schools.

As the College celebrated its 150th Founder's Day in 2022, the institution entered into a Memorandum of Understanding with the T.D. Jakes Divinity School to offer the Master of Business Administration (MBA) degree. The first master's student graduated in May 2024.

Institutional Integrity

Paul Quinn College is committed to integrity and high ethical standards. The College's institutional Ethos of WE Over Me intentionally places the needs of the many over the wants of the few. This Ethos drives the College's interactions at all levels, internally and externally. Additionally, the Four Ls of Quinnite Leadership are used as a guide point for faculty and student interactions. The Four Ls are:

Leave places better than you found them

Lead from wherever you are

Live a life that matters

Love something greater than yourself

Our mission to development servant leaders who are agents of change relies on individual and institutional integrity for success.

The integrity of the College is upheld through several Board of Trustee approved policies and procedures, such as the hiring and employment policies and processes, the conflict of interest policy, policy against nepotism, and disclosure of interested transactions policy.

The College expects all Board of Trustee Members to honestly engage in the governance of the College free from any conflicts of interest. On an annual basis, during the audit process, each board members signs and agrees not to engage in any conflicts o interest with the College.

Employees are protected by and held responsible for contributing to and protecting a campus community that is free from discrimination and harassment. The conduct of employees and students is expected to follow the various state and federal regulations against discrimination and harassment, such as Title VII and Title XI. These laws are regularly used to orient new members of our community to rules, regulations, the disciplinary review process and sanctions.

Additionally, as an institution, the College truthfully communicates its status with the Department of Education, its accreditation body, TRACS and the Texas Higher Education Coordinating Board (THECB), and expects all representatives of the College to do the same. The following statements appear on the College's website and its official publications. All communication from these important stakeholders is immediately shared with the Office of the President, the Board of Trustees and any other necessary stakeholder.

Buildings and Grounds

Paul Quinn College is located on the southern boundary of Dallas, Texas, one-half mile west of Interstate 45 and two miles north of Interstate 20. The College occupies a beautiful 147-acre campus filled with rolling hills, majestic trees and lush green landscapes.

Chief administrative offices are in the **John Hurst Adams Administrative Building.** The Adams Building is named after AME Bishop and former Paul Quinn College, President John Hurst Adams. It serves as the central administration building for the College and houses the Office of the President and offices for the Chief Financial Officer, Vice President of Academic Affairs and Vice President of Institutional Programs. The Adams

Building also is home to the Work Program, the Retention Office, Registrar, Enrollment Management, Financial Aid, Facilities, IT, the College Clothes Closet and the Writing Hub.

Other buildings and points of interest on the campus are:

Welcome Center The building is located at the main entrance to campus and houses Campus Security. Campus security officers welcome campus community members and visitors to campus and direct them accordingly.

Isabell and Comer Cottrell Student Union The Cottrell Student Union houses the Tigers' Den student lounge, Student Dining Hall, Student Government Association (SGA) Office, the President's Dining Hall, meeting and private dining rooms, food service facilities, the Student Health and Wellness Center weight and aerobic facility, Personal and Career Development Office, CEEL, TRiO Student Support Services and a computer lab, the Carrington Learning Center, and Upward Bound.

The Trammel S. Crow Living and Learning Center – the current on-campus residence hall, named in honor of its primary benefactor, Mr. Trammel S. Crow. The new complex houses 136 first and second year students and professional residence life staff.

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

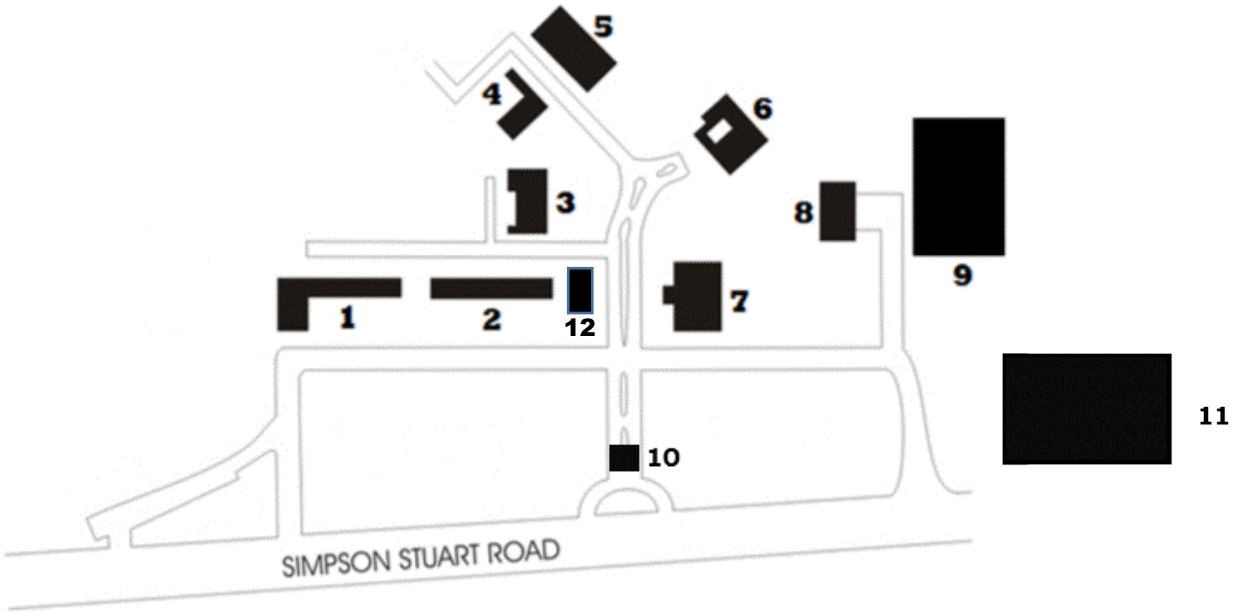
The Giovanni Macias Outdoor Physical Education Center The Giovanni Macias Physical Education Center, named for an alumnus who founded the Paul Quinn College soccer program, is located near the east gate of the campus and is used for class, athletics practice and official games.

WE Over Me Farm at Paul Quinn College Located on the school's former football field, the WE Over Me Farm is a fully operational project that emphasizes sustainable growing practices, stewardship and community engagement. The farm was made possible through a partnership form PepsiCo, which works with the school to create farm-related businesses to serve local communities, chefs and restaurants.

Campus Map

Official Address:

Paul Quinn College
3837 Simpson Stuart RD
Dallas, TX 75241



MAP LEGEND

1 - ~~Lucy Hughes Dormitory~~ (demolished)
2 – Trammell S. Crow Living & Learning Center
3 - Comer Cottrell Student Union Building
4 – KIPP Oak Cliff Academy
5 - John Hurst Adams Administration Building
6 - Richard Allen Chapel
7 – Frederick D. Haynes Global Prep Academy (DISD)
8 - Tiger Gymnasium
9 - The WE Over Me Farm
10 - Welcome Center
11 - The Giovanni Macias Outdoor Physical Education Center
12 – The Health and Wellness Center

"WE Over Me" Farm at Paul Quinn College

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

The Farm is located on the two acres of campus that at one time housed the College football program. Among the items growing on the Farm are corn, tomatoes, blueberries, squash, herbs, bees and greens. The produce

is used to feed students on campus, restaurant-goers in Dallas, the Highland Hills/Paul Quinn College Community, and young people from the southern sector of Dallas.

Students at the College do everything from planting and harvesting crops on the Farm to managing the business operation to running the PQC Farmers' Market. The WE Over Me Farm at Paul Quinn College is just another example of the difference a Paul Quinn education makes in students' lives and in the community.

INSTITUTIONAL Objectives

The six institutional objectives connect the mission of the College, the institutional ethos of WE Over Me and the Four Ls of Leadership to the current Strategic Plan of the College in order to provide guidance for the day to day operations of the College. The institutional objectives, visually organized around the corresponding L of Quinnite Leadership, are listed below:

Leave Places Better than You Found Them: WE Over Me

1. Prioritize the needs of the global community over individual pursuits by teaching our students to think critically and act justly in all encounters, whether said encounters be personal, professional, or civic.

Lead from Wherever You Are: Academic Excellence and Career Readiness

2. Integrate the tools of commanding speech, clear written communication, and broad interdisciplinary academic training to form the bases of knowledge and skill suited to future study, career placement and entrepreneurial enterprise.
3. Connect professional reliability, personal fiscal responsibility, and social accountability with innovative problem-solving to deliver not just quality work product, but also societal change.

Live a Life that Matters: Civic Engagement, Social Entrepreneurship, and Faith

4. Treat historic injustice as an opportunity to foster sustainable social change through civic engagement, entrepreneurship, and leadership.
5. Demonstrate understanding of the application of faith-based values to a wide spectrum of challenges, from the local to the global, with appreciation of the values and history of the A.M.E. Church.

Love Something Greater than Yourself: Servant Leadership

6. Cultivate servant leadership as defined by ethical practices, educational excellence, and fiscal responsibility.

Admission to Paul Quinn College

Paul Quinn College accepts qualified students who will benefit from its academic programs, without regard to race, color, national origin, gender, age, sexual orientation, disability or veteran status. The College is committed to transform students into global leaders who will strive to accomplish greatness in their service of others.

UNDERGRADUATE Application Process

A completed application packet must include the following documents:

- Application for admission (available at https://apply.paulquinn.edu/)
- Official transcript(s) sent directly from high school and college (applicants who cannot provide official transcripts must contact the Enrollment Management Office directly)
- Supporting Document Requirement
    - In addition to the application, applicants are given the choice of which application requirement they want to complete. Applicants should pick one of the following:
        - Video Submission: Tell us why you are unique! We want to know what you'd bring to Paul Quinn's historical legacy.
        - Interview: Schedule an interview with a member of our Enrollment Management team. Tell us your goals, your story, and why you want to be Quinnite.
        - Submit ACT and/or SAT Scores: ACT – Minimum score of 17, SAT – Minimum score of 1200
- Professional Resume (optional)

The minimum required grade-point average (GPA) for regular admission is a 3.00 on a 4.00 scale and/or a GED score between 165-174 for GED candidates.

Applications are reviewed by the Office of Enrollment Management. Upon review, applicants are notified of their status by the Office of Enrollment Management.

Admission of First-Time Freshman

A first-time freshman is a student who graduated from high school or the equivalent and has never attended college. Applicants who have not graduated should show progress toward high school completion and must submit all the application requirements for review.

Home-Schooled Applicants

Students who have been home-schooled follow the same procedures for admission as any other first-time freshman applicant.

Admission of Transfer Students

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

1. A transfer student must complete the full application process for the College;
2. Credits can only be transferred from nationally or regionally accredited institutions. Some courses not regarded as consistent with a liberal arts curriculum may not be accepted toward a degree.
3. At most, 60 credit hours can be transferred from a community college, and a maximum of 90 credit hours can be transferred from a four-year institution.
4. Candidates with fewer than 15 transferable credit hours must submit a final high school transcript.

5. Transfer credit is given only for courses in which the student earned a C or higher. Developmental and remedial courses will not count toward degree completion.
6. Transfer credit is given only for courses which will count toward the Paul Quinn College degree requirements; and only the transfer courses counted toward the Paul Quinn degree will appear on the official College transcript.
7. The College reserves the right to accept or deny credits earned in the general education core curriculum of another institution. Specifically, English Composition I is not automatically accepted as transfer credit.
8. Transfer students are required to take the ACCUPLACER Placement Exam prior to enrolling in classes at Paul Quinn College, if they have not already received credit for college-level English or math. If the transfer student has already taken a placement exam, the official score report must be submitted for review prior to registration for classes.

Admission of International Students

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

1. Official or certified true copies of transcripts from each secondary and postsecondary school attended. These should include a record of subjects taken and marks earned for each year of study. Documents must have the official signature and seal of a school official. A certified English translation must accompany all documents not in English. For placement purposes, course descriptions may be requested from international transfer students.
2. Official or certified true copies of all national, public or qualifying examinations that have been completed.
3. Notarized Affidavit of Financial Sponsorship. The Affidavit of Financial Sponsorship must be certified by a bank of the American Consulate, indicating sufficient funds and commitment to the student throughout his/her studies at Paul Quinn College.
4. TOEFL scores for nonnative English speakers.
5. Color copy of passport.
6. Professional Resume.
7. One (1) Letter of Recommendation.
8. Documentation of Financial Responsibility: Current bank statement of financial sponsor showing at least $20,000 for the full academic year (based on 10 months of school, and off-campus/vacation for 2 months). Bank statements should reflect the last 30-days of activity and should be converted into USD.

Admission of Former Students

Former students who have not been enrolled at the College for two consecutive semesters must reapply for admission. A student reapplying for admission must complete the regular admission requirements, and submit official transcripts of any college level work completed while away from the College. A student who was on an approved leave of absence is required to reapply if the approved timeframe has been exceeded.

Students who are absent from the College for one year or more will be required to satisfy the degree and core requirements in effect the year they return to the College.

Admission of Non-Traditional, Part-time and Veteran Students

Paul Quinn College welcomes non-traditional and veteran students to apply for admission to the College. Non-traditional students are students who have been out of school for five or more years. A part-time student is one enrolled in a degree program and taking fewer than 12 credit hours in an academic term. For any of these students, the same admissions and degree completion requirements as traditional students must be satisfied.

Conditional Admission

Students who do not meet the general admission criteria may be admitted to the College under the "Conditional Admission" program. Students who are conditionally admitted to the College will be asked to execute an agreement between themselves and the College outlining what they must accomplish to remain enrolled at the College. If the conditional agreement is violated, the student's acceptance to the College may be rescinded. The college requires that all conditionally admitted students adhere to the following stipulations:

1. Attend the Summer Bridge Program and pass all three courses to be eligible for continued, in-person and work program enrollment;
2. Register for no more than 15 credit hours during their first semester;
3. Earn a grade point average of 2.75 or better for the duration of their first year at Paul Quinn;
4. Commit no violations of the student code of conduct or College policies, including meeting all financial obligations to the College;
5. Meet bi-monthly with their academic advisor and schedule bi-monthly counseling sessions with the Mental Health and Wellness Clinic.

A student who is conditionally admitted to the College is subject to have their admission status rescinded (expelled) if they are found responsible for violating the PQC Student Code of Conduct. Suspension or termination from the PQC Work Program is a PQC Student Code of Conduct violation.

Graduate Admission to Paul Quinn College

Paul Quinn College accepts qualified students who will benefit from its academic programs, without regard to race, color, national origin, gender, age, sexual orientation, disability or veteran status. The College is committed to transform students into global leaders who will strive to accomplish greatness in their service of others.

This unique master's degree is named in honor of the business and entrepreneurial success of Bishop T.D. Jakes. The T.D. Jakes Master of Business Administration is the formal name of the degree program and how it will be displayed on the printed diploma and official transcript of all program completers

GRADUATE ADMISSION PROCESS

A completed application packet must include the following documents:

- Complete the online application available https://applymba.paulquinn.edu/
- Submit Official transcript(s) to registrar@pqc.edu showing completion of bachelor's degree (official transcript directly from attended institution is required).
- Big Idea Essay
- Letter of recommendation

The minimum required grade-point average (GPA) for regular admission is a 3.0 on a 4.00 scale.

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

Admission requirements

The following requirements must be met for full admission:

1. bachelor's degree from an accredited institution
2. minimum grade point average of 3.0
3. completion of program specific pre-requisite courses
4. submission of the Big Idea Essay
5. ability to travel Internationally to complete program requirements

Admission of Transfer Students

Graduate Programs at Paul Quinn College will review potential transfer credits on a case-by-case basis. No more than six (6) graduate hours will be awarded from eligible transfer credits. An official transcript from an accredited institution is required.

Admission of International Students

Graduate programs at Paul Quinn College do not currently admit International Students applying to use an F-1 VISA for in person study. The current MBA curriculum is completed 100% online. This information will be updated once approval is obtained.

Admission of Former Students

Former students who have not been enrolled at the College for two consecutive semesters must reapply for admission. A student reapplying for admission must complete the regular admission requirements and submit official transcripts of any college level work completed while away from the College. The graduate student transfer policy would be used to review any potential graduate credits completed outside of Paul Quinn. A

student who was on an approved leave of absence is required to reapply if the approved timeframe has been exceeded.

Students who are absent from the College for one year or more will be required to satisfy the degree requirements in effect the year they return to the College.

Admission of Non-Traditional, Part-time and Veteran Students

Paul Quinn College welcomes non-traditional and veteran students to apply for admission to the College. Non-traditional students are students who have been out of school for five or more years. A part-time student is one enrolled in a degree program and taking fewer than 12 credit hours in an academic term. For any of these students, the same admissions and degree completion requirements as traditional students must be satisfied.

Veteran students may notify the College of their intention to use VA Benefits for the MBA degree program. Please contact the Financial Aid Office for assistance with using VA Benefits.

Conditional Admission

The graduate programs of Paul Quinn may be admitted as a conditional admit if the pre-requisites have not be satisfied. There are no other criteria used to determine conditional admission status for the MBA program.

Students with Disabilities

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

Credit for Prior Learning

The graduate programs of Paul Quinn do not award credit for life experience or for years of service in a position or job. Graduate students who have completed formal training that can be documented in terms of length and breadth of topics covered, may compile of portfolio for review of prior learning through the military, former employer or professional organizations. The portfolio will be reviewed by graduate faculty and the advisory board for considered of credit. No more than six (6) credit hours of graduate credit will be awarded for prior learning. A graduate student may not combine credit for prior learning credits and transfer credits to be awarded more than six (6) graduate credits.

President of Academic Affairs to verify and determine course equivalents and ensure that they are in line with course learning outcomes.

Portfolio Review

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

Transfer Credit Policy for graduate programs

The following rules apply to both continuing students and incoming students who wish to be awarded Paul Quinn College transfer credit. Students who have successfully completed graduate level courses at an accredited institution may earn credit that applies to Paul Quinn degree requirements. The following policies govern the consideration and acceptance of transfer credit at Paul Quinn College:

1. The Office of the Registrar will evaluate all college transcripts for transferable credit based on a Paul Quinn College degree plan in a declared or intended major within the first semester of enrollment. Upon completion of this review the student will be notified of transferable credits. Assessment of potential credit hours awarded is provisional until the student enrolls and presents official transcripts from all institutions previously attended.
2. At most, 6 credit hours can be transferred from a graduate program;
3. The College will award transfer credit only for courses in which the student earned a C or higher.
4. The College will award transfer credit only for courses which will count towards an intended or declared Paul Quinn major. Only the transfer courses counted toward the Paul Quinn major will appear on the official College transcript.
5. The College reserves the right to accept or deny credits earned from another institution.
6. Transfer credit will not be awarded for work experience. However, students may be eligible to earn credit for work-related certifications and training. See Credit for Prior Learning.
7. Once admitted currently enrolled graduate students may NOT earn credits for transfer at other institutions to transfer back to Paul Quinn without written approval from the Vice President for Academic Affairs. Approval would only be granted in extenuating circumstances.
8. Students who wish to appeal their transfer credit evaluation may do so by contacting the Vice President for Academic Affairs.
9. Students transferring from PQC should expect other institutions to have similar policies with criteria of performance and fit governing the acceptance of transfer credits. While each institution is different, students should encounter no difficulty transferring credit from Paul Quinn. Any institution with questions about Paul Quinn credits should be directed to contact the Office of the Registrar at Paul Quinn College.

STUDENT ORIENTATION

Once admitted to a Paul Quinn graduate program, the specific program will contact the student for new student orientation details. Orientation for graduate students will focus on the financial aid, student billing process, using the Zale Library Resources, CAMS and CANVAS access and use, degree plan and advising process and program specific details. PQ graduate programs are designed for working adults, therefore, orientation session will be scheduled virtually and in person and some aspects will be accessible in a self-paced format. Graduate students who apply for and accept student loans will be required to complete the Federal Student Loan Entrance Counseling Process.

FINANCIAL AID & STUDENT ACCOUNTS

FINANCIAL AID POLICIES AND PROCEDURES

1.) Paul Quinn College has established the census date as the institutional deadline for students to submit all requested financial aid documentation. Students are encouraged to submit required documentation as early as possible to allow sufficient time for the Office of Financial Aid to review their file, determine eligibility, and process financial aid.

2.) The student must accept or deny their awards online on their Student Self Service Portal. Please talk to IT if you do not have access to your student portal.

3.) To protect student privacy, Paul Quinn College will only discuss a student's education records with individuals authorized by the student in accordance with FERPA. Students who wish to authorize the release of information to another individual must complete the College's FERPA Release Form through the Registrar's Office, located in Adams 214.

4.) The Financial Aid staff starts to process student awards after classes and charges are solidified.

5.) The student who has been allotted the Work Program Scholarship must complete all required work hours. If student does not complete required hours, the student will have to pay any unearned hours out of pocket. Please see the Work Program manager for any assistance.

6.) To receive student loans, a student must complete the Entrance Counseling, Master Promissory Note and the Annual Student Loan Acknowledgement. *For returning students, the Master Promissory Note and the Annual Student Loan Acknowledgement form should be completed every Fall term. *

7.) The student is responsible in repaying all borrowed student loans to their loan servicer. The student must create an account with their loan servicer upon graduation. Please see Financial Aid for assistance.

8.) Per institutional regulations, no refunds shall be awarded from institutional scholarships. All external scholarship money will replace or reduce any institutional scholarships.

9.) The student whose appeal has been approved by the Student Academic Progress committee, who wishes to get their Financial Aid reinstated, must attend a financial literacy workshop, redo the Entrance Counseling, Master Promissory Note and the Annual Student Loan Acknowledgement form, attend all workshops hosted by Financial Aid, and adhere to their academic plan in which the student was approved for. If student does not complete all regulations, Financial Aid will be revoked, and the student will be responsible to pay tuition out of pocket.

10.) If the student has a remaining balance and is declining student and parent loans to assist with the balance, they must be prepared to pay 25% of the balance once the decision has been made. The remaining 75% will require a payment plan the day of check-in with our Bursar located in Adams 208. If the student fails or misses a monthly payment, beware that additional interest may occur. You may also provide any external scholarship checks that the student earned while applying independently at that time.

11.) To remove the cost of our Health Insurance you must complete the Waiver Application online, and be approved, to remove the cost of our insurance. Please see the Bursar for more information.

12.) If the student fails to submit required information the student will be sent notification concerning their status through their PQC email, call or mail, and our last effort will be removing the student of housing and classes.

The student needs to make sure they take action on all notifications sent to them and follow the school's policies and procedures to stay compliant.

UNDERGRADUATE SCHEDULE OF FEES

Schedule of Fees (BOT Approved 5/1/2026)
Summer 2026 - Spring 2027

	Full-time On-Campus (Crow & SUB Lofts)			
Full-Time On-Campus (Trammell S. Crow & SUB Lofts)	**Summer Bridge**	**Fall**	**Spring**	**Year**
Tuition (12-18 credit hours: Summer Bridge 9 credits [1])	$ 5,229.00	$5,229.00	$5,229.00	$15,687.00
Housing (Trammell S. Crow & SUB Lofts)	$ 850.00	$2,125.00	$2,125.00	$5,100.00
Full Meal Plan	$ 850.00	$2,100.00	$2,100.00	$5,050.00
Technology Fee	$ 1,075.00	$1,500.00	$1,500.00	$4,075.00
Student Activity Fee	$ 450.00	$1,000.00	$1,000.00	$2,450.00
Comprehensive Health Insurance and Health Services Fee (*Comprehensive Insurance may be waived with submission of coverage documentation each term)*[3]	$ 200.00	$855.00	$855.00	$1,910.00
Estimated Total On-Campus (Crow & SUB Lofts)	$ 8,654.00	$12,809.00	$12,809.00	$34,272.00

Coming Soon		Full-time Quinnite Village		
Full-Time On-Campus Quinnite Village	**Summer (non-SB)**	**Fall**	**Spring**	**Year**
Tuition (12-18 credit hours [1])	a continuing PQC student on campus to working during a summer term, may be housed in the Quinnite Village. Any needed tuition / fees would be determined on an individual basis. SB participants will NOT typically be housed in the Quinnite Village.	$5,229.00	$5,229.00	$10,458.00
Housing (Quinnite Village)		pending	pending	pending
Full Meal Plan (10 week term)		$2,100.00	$2,100.00	$4,200.00
Technology Fee		$1,500.00	$1,500.00	$3,000.00
Student Activity Fee		$1,000.00	$1,000.00	$2,000.00
Comprehensive Health Insurance and Health Services Fee (*Comprehensive Insurance may be waived with submission of coverage documentation each term)*[3]		$855.00	$855.00	$1,710.00
Estimated Total On-Campus (Tiny Homes)		**$10,684.00**	**$10,684.00**	$21,368.00

	Full-time (Windhaven-Plano)			
Full-Time Off-Campus Apartments (Windhaven-Plano)	**Summer (non-SB)**	**Fall**	**Spring**	**Year**
Tuition (12 credit hours)[1]	$ 5,229.00	$5,229.00	$5,229.00	$10,458.00
Housing (Off-Campus Apartments-Windhaven)[2] charged at market rate	$ 1,695.00	$3,390.00	$3,390.00	$6,780.00
Full Meal Plan - not required unless participating in Athletics, $2100 per term[4]	N/A			
Technology Fee	$ 1,075.00	$1,500.00	$1,500.00	$2,500.00
Student Activity Fee - not required unless participating in summer student activities	N/A	$1,000.00	$1,000.00	$2,000.00
Comprehensive Health Insurance and Health Services Fee (*Comprehensive Insurance may be waived with submission of coverage documentation each term)*[3] Pro-rated amount charged during summer for new student. Continuing students who paid $855 in previous term will not be charged.	$ 200.00	$855.00	$855.00	$1,710.00
Estimated Total Windhaven - Plano		**$11,974.00**	**$11,974.00**	**$23,448.00**

	Bishop Arts - Uniti			
Full-Time Off-Campus Apartments (Bishop Arts - Uniti)	**Summer (non-SB)**	**Fall**	**Spring**	**Year**
Tuition (12-18 credit hours)[1]	$5,229.00	$5,229.00	$5,229.00	$10,458.00
Housing (Off-Campus Apartments-555 Ross Apts)[2] charged at market rate	$ 2,100.00	$6,300.00	$6,300.00	$14,700.00
Full Meal Plan - not required unless participating in Athletics, $2100 per term[4]	$ 850.00	$ 2,100.00	$ 2,100.00	$ 5,050.00

Technology Fee	$ 1,075.00	$1,500.00	$1,500.00	$ 3,000.00
Student Activity Fee	$ 450.00	$750.00	$ 750.00	$ 1,500.00
Comprehensive Health Insurance and Health Services Fee (***Comprehensive Insurance may be waived with submission of coverage documentation each term)***[3]	$ 855.00	$855.00	$855.00	$1,710.00
Estimated Total Off-Campus Apartments		**$ 16,734.00**	**$16,734.00**	**$36,418.00**

		555 Ross		
Full-Time Off-Campus Apartments (555 Ross Apts-Dallas)	**Summer (non-SB)**	**Fall**	**Spring**	**Year**
Tuition (12-18 credit hours)[1]	$5,229.00	$5,229.00	$5,229.00	$10,458.00
Housing (Off-Campus Apartments-555 Ross Apts)[2] charged at market rate	$ 2,556.00	$5,400.00	$5,400.00	$10,800.00
Full Meal Plan - not required unless participating in Athletics, $2100 per term[4]	$ 850.00	$ 2,100.00	$ 2,100.00	$ 5,050.00
Technology Fee	$ 1,075.00	$1,500.00	$1,500.00	$ 3,000.00
Student Activity Fee	$ 450.00	$750.00	$ 750.00	$ 1,500.00
Comprehensive Health Insurance and Health Services Fee (***Comprehensive Insurance may be waived with submission of coverage documentation each term)***[3]	$ 855.00	$855.00	$855.00	$1,710.00
Estimated Total Off-Campus Apartments		**$ 15,834.00**	**$15,834.00**	**$32,518.00**

		Full-time Commuter		
Full-Time Commuter	**Summer**	**Fall**	**Spring**	**Year**
Tuition (12-18 credit hours)[1]	$ 5,229.00	$5,229.00	$5,229.00	$10,458.00
Full Meal Plan - not required unless participating in Athletics, $2100 per term[4]		optional	optional	optional
Technology Fee	$ 1,075.00	$1,250.00	$1,250.00	$2,500.00
Student Activity Fee	$ 450.00	$1,000.00	$1,000.00	$2,000.00
Comprehensive Health Insurance and Health Services Fee (***Comprehensive Insurance may be waived with submission of coverage documentation each term)***[3]	$ 855.00	$855.00	$855.00	$1,710.00
Estimated Total Full-Time Commuter		**$8,334.00**	**$8,334.00**	**$16,668.00**

	Three-Quarter-time Commuter			
Three-Quarter-Time Commuter	**Summer Bridge**	**Fall**	**Spring**	**Year**
Tuition (9 credit hours)[1]	$ 3,921.75	$3,921.75	$3,921.75	$11,765.25
Half Meal Plan - not required[4]	$ 575.00	optional	optional	
Technology Fee	$ 1,075.00	$1,000.00	$1,000.00	$2,000.00
Student Activity Fee (Summer Bridge item only applies to in person	$ 450.00	$1,000.00	$1,000.00	$2,450.00
Comprehensive Health Insurance and Health Services Fee (***Comprehensive Insurance may be waived with submission of coverage documentation each term)***[3]	$ 250.00	$855.00	$855.00	$1,960.00
Estimated Total Three-Quarter-Time Commuter	**$ 6,271.75**	**$6,776.75**	**$6,776.75**	**$19,825.25**

		Full-time Online		
Full-Time Online	**Summer (non-SB)**	**Fall**	**Spring**	**Year**
Tuition (12-18 credit hours)1	$5,229.00	$5,229.00	$5,229.00	$10,458.00
Technology Fee	$1,000.00	$1,000.00	$1,000.00	$3,000.00
Student Activity Fee (Summer Bridge item only applies to in person	$ 150.00	$500.00	$500.00	$1,150.00
Comprehensive Health Insurance and Health Services Fee[3]				
Estimated Total Full-Time Online	**$6,379.00**	**$6,729.00**	**$6,729.00**	**$14,608.00**

		Three-Quarter-time Online		
Three-Quarter-Time Online	**Summer (non-SB)**	**Fall**	**Spring**	**Year**
Tuition (9 credit hours [1])	$3,921.75	$3,921.75	$3,921.75	$11,765.25
Technology Fee	$1,000.00	$1,000.00	$1,000.00	$3,000.00
Student Activity Fee (Summer Bridge item only applies to in person	$ 150.00	$500.00	$500.00	$1,150.00
Comprehensive Health Insurance and Health Services Fee (***Comprehensive Insurance may be waived with submission of coverage documentation each term)***[3]				
Estimated Total Three-Quarter-Time Online	**$5,071.75**	**$5,421.75**	**$5,421.75**	**$15,915.25**

	Half-time			
Half-Time Online	**Summer (non-SB)**	**Fall**	**Spring**	**Year**
Tuition (6 credit hours [1])	$2,614.50	$2,614.50	$2,614.50	$7,843.50
Technology Fee	$1,000.00	$1,000.00	$1,000.00	$3,000.00
Student Activity Fee	N/A	N/A	N/A	N/A
Comprehensive Health Insurance and Health Services Fee (***Comprehensive Insurance may be waived with submission of coverage documentation each term)***[3]				
Estimated Total Half-Time Online	**$3,614.50**	**$3,614.50**	**$3,614.50**	**$10,843.50**

The exact tuition and fees will be available upon course enrollment and completion of the registration process. The College reserves the right to update the above fee schedule at anytime. Fees and/or fines which may be incurred by a student, which are not typically included in Financial Aid budgeting, such as the late registration penalty or the add/drop fee are detailed in the current course catalog available at www.paulquinn.edu.

[1] Tuition is $435.75/credit hour.

[2] Off-Campus Apartment Rents are based on current market prices and may increase upon lease renewal. Parking and package privileges may be an additional cost charged to the individual student.

[3] Health Services Fee is only optional for Online students not residing in college housing or apartments. Eligible students may request a waiver with proof of insurance provided by census date of each term. Current PQ comprehensive health insurance premium is $855 (Fall / Spring) and $210 Summer Bridge. Health Services Fee is $300 per term (not charged in summer bridge or to ONLINE students.

[4] The meal plan is not required of students who do not reside in Crow or SUB Lofts, however, athletes are required to be on the meal plan. Other students may opt-in to the meal plan. Commuting Summer Bridge students are charged a partial meal plan.

GRADUATE SCHEDULE OF FEES

The schedule of fees is provided as a guide to assist students in budgeting and planning for college enrollment. Exact tuition and fees are available upon course enrollment and completion of the registration process. The College reserves the right to update the fee schedule at any time.

MBA Tuition and Fees									
	Fall I	**Fall II**	**Fall totals**	**Winter Term**	**Spring I**	**Spring II**	**Spring Totals**	**Summer**	**Year 1**
class 1	$ 2,364.00		$ 2,364.00	$ 2,364.00	$ 2,364.00		$ 2,364.00	$2,364.00	$ 14,184.00
class 2		$ 2,364.00	$ 2,364.00			$ 2,364.00	$ 2,364.00	$2,364.00	$ 11,820.00
tech fee	$ 833.50	$ 833.50	$ 1,667.00	$ 833.00	$ 833.50	$ 833.50	$ 1,667.00	$1,667.00	$ 9,168.00
grad fee	$ 250.00	$ 250.00	$ 500.00		$ 250.00	$ 250.00	$ 500.00		$ 2,000.00
	$ 3,447.50	$ 3,447.50	$ 6,895.00	$ 3,197.00	$ 3,447.50	$ 3,447.50	$ 6,895.00	$6,395.00	$ 23,382.00
	Fall I	**Fall II**	**Fall totals**	**Winter Term**	**Spring I**	**Spring II**	**Spring Totals**	**Summer**	**Year 2**
class 1	$ 2,364.00		$ 2,364.00	-	$ 2,364.00		$ 2,364.00	-	$ 9,456.00
class 2*		$ 4,728.00	$ 4,728.00	-		$ 2,364.00	$ 2,364.00	-	$ 14,184.00
tech fee	$ 833.50	$ 833.50	$ 1,667.00	-	$ 833.50	$ 833.50	$ 1,667.00	-	$ 6,668.00
grad fee	$ 250.00	$ 250.00	$ 500.00	-	$ 250.00	$ 250.00	$ 500.00	-	$ 2,000.00
	$ 3,447.50	$ 5,811.50	$ 9,259.00	-	$ 3,447.50	$ 3,447.50	$ 6,895.00	-	$ 16,154.00
								Total	**$ 39,536.00**

Graduate per credit hour fee: $788

Technology fee: $833.50 (per term)

Graduate Student Fee: $250.00 (per term)

Graduate students are also responsible for the cost of course textbooks and supplies, technology and graduate fees, and study abroad costs. Financial Aid budgets are adjusted to take into consideration the full cost of attending.

Graduate students may choose to enroll in the College's student health insurance plan. A meal plan is not required for graduate students, however, individual meals may be purchased when on campus using a debit or credit card.

Fees and/or fines which may be incurred by a student, which are not typically included in Financial Aid budgeting, such as the late registration penalty or the drop/add fee are detailed in the following section.

Graduate Fees

Auditing of Courses – Courses are audited with written approval of the instructor and the Vice President of Academic Affairs. Students must indicate their intention to audit at the time of registration. There will be charge of $300.00 to audit a course.

Course Overload Fee – A fee of $788 per credit hour is charged for course loads above 6 hours.

Graduate Fee – charged each term for administrative and instructional costs of the MBA program.

Graduation Fee (Graduate Level) – A $200 fee is charged of all prospective graduates to defer the cost of the degree audit, regalia, the printed diploma and general Commencement expenses. The fee is due upon

submission of the candidacy application and is non-refundable. If needed, the fee will be transferred to a future graduation window.

Technology Fee – The Technology Fee supports technological/Infrastructure needs and services directly related to delivering and facilitating instruction and student learning. Services include computer labs, Colleague, CANVAS, PQC email and classroom technology.

Fines

Students may receive fines for violations of the Code of Conduct. Additional information may be found in the ***Student Handbook***.

Financial Aid and Scholarships

The Office of Financial Aid and Scholarships is committed to working with students and their families to explore funding opportunities for their education. Options range from grants and scholarships to Veteran's benefits to the Work Program as well as federal and private loans for those that need extra assistance. Paul Quinn College uses an Urban Work College Tuition Model to provide students with one of the lowest tuitions in the state of Texas and a simplified application process.

Scholarships are a critical component of a student's financial aid package and students are required to submit two external scholarship applications each semester. Institutional scholarships are also available for students who meet established donor or college criteria.

Federal aid is awarded based on the completion of the Free Application for Federal Student Aid (FAFSA). It allows students to obtain need-based aid like grants, loans and federal work study. Eligibility is based on federal regulations and institutional policies. The priority deadline for federal aid is March 1 and must be renewed annually.

Per institutional regulations, no refunds shall be awarded from institutional scholarships. All external scholarship money will replace or reduce any institutional scholarships.

Federal Grants

Federal Pell Grants are federal aid that does not have to be repaid unless a student withdraws from school or owes a refund. Eligibility is determined in the semester a student applies and has been fully admitted to the College. To be considered, the student must apply for admission, declare a degree seeking major and submit final high school transcript, GED, or academic transcripts from all institutions attended to the Registrar's Office. Financial Aid will not be dispersed until all eligibility requirements are met.

PQC generally awards FSEOG to eligible undergraduate students enrolled in a minimum of six credit hours, with priority given to Federal Pell Grant recipients with the lowest Student Aid Index (SAI). Awards are subject to the availability of federal funds. Award amounts and eligibility may vary based on the College's annual FSEOG allocation, the number of eligible students, and the availability of funds at the time awards are made.

State Grants

Tuition Equalization Grants (TEG) are provided by the Texas Legislature to assist students with need in paying the difference between tuition charged in independent colleges and universities and public institutions in the State of Texas. Recipients of the grant must be a Texas resident or a National Merit Scholarship finalist, enrolled at least three-quarter time (9 credit hours) and show financial need. Recipients cannot be enrolled in a religious degree program or be the recipient of any form of athletic scholarship.

Federal Loans

The ***William D. Ford Federal Direct Loan Program*** is the largest federal student loan program. The U.S. Department of Education is the lender for the four types of Direct Loans in the program. ***Direct Subsidized Loans*** are loans made to eligible undergraduate students who demonstrate financial need to help cover the costs of higher education at a college or career school. ***Direct Unsubsidized Loans*** are loans made to eligible under-graduate, graduate and professional students, but in this case, the student does not have to demonstrate financial need to be eligible for the loan. ***Direct PLUS Loans*** are available to eligible parents of dependent undergraduate students. Effective July 1, 2026, graduate and professional students are no longer eligible for new Direct PLUS Loans. Certain continuing graduate or professional students who meet federal requirements for the loan limit exception may remain eligible for Direct PLUS Loans during the applicable transition period. ***Direct Consolidation Loans*** allow students to combine all of their eligible federal student loans into a single loan with a single loan servicer.

Federal Work Study

The Paul Quinn College-Federal Work-Study (FWS) program is a need-based financial aid program. Students earn funds though part-time employment to help pay for their cost of their educational expenses. Funds earned are paid directly to the student each month and do not credit to the student's account unless authorized. Priority is given to off-campus students or those not eligible for work program participation.

To be eligible for a Federal Work-Study job, students must

- have a completed Financial Aid file
- meet the Satisfactory Academic Progress (SAP) standards
- be enrolled in at least six credit hours (half time) for Fall/Spring
- be a U.S. citizen or eligible noncitizen
- not have any prior institutional balance or blocks

The amount of a student's Federal Work-Study award is determined by financial need, based on cost of attendance, budget and Free Application for Federal Student Aid (FAFSA) information. Financial need is defined as the difference between the total cost of attendance and the Student Aid Index (SAI) which is determined by the FAFSA and other current financial aid awards.

Federal Work-Study jobs may be on or off campus. FWS jobs with federal, state or local public agencies, or private nonprofit organizations must be in the public interest. FWS jobs with private, for-profit organizations must be academically relevant to the student's course of student to the maximum extent possible.

For information on current FWS wages, students should contact the Office of Financial Aid. Students in this program may not work more than 20 hours per week. Students may earn up to their awarded amount. Since total earnings are based on a college wide federal allocation, the amount a student is allowed to earn could be less than the amount awarded.

Paul Quinn does offer limited funding for summer federal work study opportunities. Students must meet the same requirements, along with:

- Be enrolled in at least three credit hours for the summer or be enrolled for the upcoming fall semester
- There is no summer housing available, you must secure your own off campus living arrangements
- Students are awarded and placed on a first-come first-served basis, based on availability of funds

Institutional Scholarships

The ***Presidential Scholars Program*** provides full, renewable scholarships to first-time freshmen, transfer students and current PQC students. The scholarships cover tuition, fees, and room and board. Applicants submit an essay for consideration. Finalists will be required to complete an interview with the College President. Recipients must accept scholarship by the established deadline and meet prescribed standards each year to be eligible for renewal.

The ***Honors Scholarship*** is a partial, renewable scholarship offered to first-time freshmen for up to eight consecutive semesters.

The ***Richard Allen Servant Leaders Scholarship*** is a partial, renewable scholarship offered to first-time freshmen and transfer students who have displayed exceptional leadership skills or demonstrated the potential for becoming outstanding leaders.

The ***Cristo Rey Scholarship*** is a partial, renewable scholarship offered to first-time freshmen graduating from a Cristo Rey Network High School. Applicants must commit to attend Paul Quinn College by May 1 for consideration.

The ***Recruiting and Retention Scholarship*** is awarded to new and current PQC students who recruit and retain other students to the College. The scholarship is awarded for each following semester the recruited student(s) are enrolled at PQC beyond the Census Date. Example: a student recruited in April to attend PQ in

the fall semester must return in the following spring semester in order for the student who recruited them to receive the recruiting and retention scholarship.

The ***PQC Legacy Scholarship*** is a partial, renewable scholarship only awarded to incoming and current students who attend the college based on the recommendation of an immediate family member who is a PQC student or alum (parent or grandparent). Scholarship award is given after approved by the College President.

Per institutional regulations, no refunds shall be awarded from institutional scholarships. All external scholarship money will replace or reduce any institutional scholarships. A student with an outstanding balance will not receive institutional aid or institutionally controlled resources, such as electronic devices, gift cards or vouchers. The balance must be paid in full.

The Work Program

In 2017, Paul Quinn College (PQC) became the first and only, federally designated urban work program in the country. The work program provides students with meaningful pre-professional work opportunities that allow them to incorporate their need to work into their overall academic experience; graduate with around $15,000 of debt; and develop the necessary skills, habits and experiences to be competitive in a 21st century job market. All full-time residential students work up to 20 hours per week in an on- or off-campus work assignment to earn a tuition credit that is applied to their tuition and fees, as well as a monthly stipend that is paid directly to the student as work hours are completed.

The vision of the PQC Work Program is to transform ability into action and potential into achievement by encouraging all students to embrace the ideals of disciplined work, servant leadership, and initiative in preparation for lives of financial freedom, community engagement and absolute integrity.

The PQC Work Program is one component of an innovative educational model committed to the education of the “whole student.” Here at Paul Quinn College, our goal is to create a continuous learning environment in which our students’ education begins in the classroom, but reaches beyond those four walls to every aspect of campus life and culture. Our students are encouraged to actively participate in their learning experiences, to serve each other and their community and to make no small plans for their futures. The PQC Work Program enables students to excel in all of these areas while working towards reducing their educational debt.

USING VETERAN’S BENEFITS

Veterans and Military Education Benefits

Paul Quinn College is approved to enroll eligible veterans, service members, and dependents who qualify for educational assistance administered by the U.S. Department of Veterans Affairs (VA). Eligibility and benefit amounts are determined by VA. Certification by Paul Quinn College does not guarantee payment of VA educational benefits.

Certification of Enrollment

Students using VA educational benefits must submit required documentation to the College's School Certifying Official (SCO). Only courses that apply toward the student's approved degree program may be certified to VA.

Students must promptly notify the SCO of changes in enrollment, including adding or dropping courses, withdrawing, or changing programs. Enrollment changes may affect VA benefits and may result in a debt to the student or College.

Prior Education and Training

Students receiving VA educational benefits must provide documentation of prior education and training. Paul Quinn College will evaluate prior coursework and eligible military education or training, award applicable credit in accordance with College policy, and reduce remaining program requirements when appropriate.

Academic Progress

Students receiving VA educational benefits must maintain satisfactory academic progress in accordance with Paul Quinn College's published academic policies. Academic probation, suspension, dismissal, withdrawal, or other reportable changes in enrollment status will be reported to VA when required.

Protection for Chapter 31 and Chapter 33 Students

In accordance with 38 U.S.C. § 3679(e), Paul Quinn College will not impose a penalty, charge a late fee, deny access to classes or institutional facilities, or require additional borrowing solely because an eligible Chapter 31 or Chapter 33 student is awaiting payment from VA, provided the student has submitted the required eligibility documentation.

Students remain responsible for charges not covered by VA educational benefits.

VA 85/15 Rule

Paul Quinn College complies with the VA 85/15 Rule and related reporting requirements. A student's ability to use VA educational benefits may be affected when a program does not meet applicable VA enrollment requirements.

Additional Information

Students using VA educational benefits should consult the School Certifying Official before making enrollment or program changes that could affect their benefits. Visit Academic Affairs for additional guidance.

The VA Certifying Official in the Office of Financial Aid certifies veteran benefits for veteran students and dependents. In order to utilize your Veteran Benefits, please follow the following steps:

1. Review the VA education and training benefits page for instructions on how to apply for GI Bill® and other education benefits. Once the VA reviews your application, if approved, you will receive a Certificate of Eligibility. Please note that we are not able to obtain your eligibility letter from the VA and that it must be requested by you.
2. Submit a VA Benefit Request Form (VBRF) for each semester that you would like to utilize benefits. Benefits will not be certified without this form. Submit a new VBRF if you have schedule changes.

Frequently Asked Questions regarding VA Education Benefits

- I have a parent who is a veteran, how can I learn more about eligibility for benefits for myself?
    - Visit the Survivors' and Dependents' Educational Assistance (DEA) Program (Chapter 35) and Transfer Post-9/11 GI Bill® (Chapter 33) to Spouse and Dependents pages for additional information.
- How long does it take for me to start receiving funds?
    - The VA Certifying Official in the Office of Financial Aid certifies requests in the order received, usually within 7 business days. After that, the VA processes the requests and makes payment determination.
- Who do I contact if I have questions about my application to the VA?
    - The Department of Veteran Affairs website has helpful FAQ's and contact information.
    - While we can certify your enrollment through your completed VBRF, we are not able to request documents on your behalf.

- How do I request a replacement Certificate of Eligibility?
    - If you have lost or otherwise need a replacement Certificate of Eligibility you can contact the VA through Ask VA, chatbot, phone or in-person.
- Where do I review the Monthly Housing Allowance (MHA) rates?
    - You can view the current Rate Tables by benefit on the Department of Veteran Affairs Website.
    - The Monthly Housing Allowance (MHA) payments you receive for the Post-9/11 GI Bill® are based on the military's Basic Allowance for Housing (BAH) rates for an E-5 with dependents. The Department of Defense adjusts the military BAH rate every calendar year (January 1) based on changes to housing costs across the country. Rates can either go up or down.
    - Please note that actual amounts are determined by the VA and can vary based on enrollment status and enrollment period length. For example, if you are not enrolled for a full month, you won't receive a full-month rate.
- What happens to my benefits if I drop a class?
    - If your enrollment has already been certified and you drop a class or classes, notify our office.
    - We will need to report it to the VA and in some cases this may lead to an adjustment in your benefits and in funds owed back to the VA.
- What happens if I do not pass or complete a class?
    - If you receive a "non-punitive" grade (a grade that doesn't count as earned credit and that doesn't affect progress standards for graduation) you may be required to repay money you received for such classes. Examples of non-punitive grades are "W" / Withdrawals, "NC" No Credit, and "I" Incompletes.
    - If you fail a class you may receive what is called a "punitive grade" for that class. This means that the grade you receive earns credit towards your degree, even though it may bring your GPA down. Since this grade counts towards your degree requirements (even negatively) you are entitled to GI Bill® benefits for any class you receive such a grade in.
    - If you are unsure if a class will be punitive or non-punitive, please contact us.

Satisfactory Academic Programs (SAP)

Paul Quinn College is required by law to formulate standards to measure a student's progress toward completion of a program of study while receiving financial assistance through federal, state, or institutional student aid programs by applying both qualitative and quantitative measurements to academic work. [34 CFR 668.34]

To comply with applicable laws and accreditation standards, PQC has developed a policy describing Satisfactory Academic Progress (SAP) for both applicants and recipients of student financial aid. These measurements shall be used to determine student eligibility for all need-based and federal Title IV financial assistance, unless the terms of a particular grant or funding source state otherwise. All current and returning students to PQC, after a lapse of one semester or longer, will be re-evaluated under the current SAP policy.

The following SAP policy measurements became effective as of May 17, 2016. Satisfactory Academic Progress is measured at the end of each semester. Some Financial Aid programs have specific requirements. In those instances, the program requirements will supersede the general SAP policy stated here. Each financial aid applicant must select a primary program of study prior to receiving financial aid payments. Students may not be

allowed financial aid funding for multiple changes of programs for the purpose of extending financial aid eligibility. All previously repeated courses will be counted.

Qualitative Measure

A Cumulative Grade-Point Average (CGPA) of 2.00 or higher must be attained by the end of a student's first semester of enrollment at DCC. This average must be maintained at the end of each subsequent semester for a student to continue to receive financial aid. Students who do not meet this minimum CGPA requirement will be placed on Financial Aid Warning for one semester. If a CGPA of 2.00 or higher is not reached by the end of the warning period, the student will be placed on Financial Aid Suspension.

Quantitative Progress

Maximum Time Frame 150 Percent

A student may apply for and if eligible, receive financial aid for attempted credit hours that do not exceed 150 percent of the minimum number of hours required to complete the student's primary program of study. All hours attempted toward the completion of a program of study will be counted regardless of whether financial aid was received. Credit hours transferred to PQC are counted when calculating the 150 percent maximum. When SAP is calculated, students who have attempted 150 percent of the allowed number of credit hours, or for whom it would be mathematically impossible to complete a program of study within the 150 percent maximum, will be placed on Financial Aid Suspension.

Students placed on Financial Aid Suspension for this issue have exhausted financial aid eligibility to complete the program and may not again receive financial aid benefits to complete their program of study.

Examples:

For a student completing a bachelor's degree that requires 120 hours, the student must complete the degree within 180 attempted hours. The student will lose eligibility for additional financial aid to complete the program after 180 attempted hours.

For a student completing a certificate program that requires 30 credit hours, the student must complete the certificate within 45 attempted credit hours. The student will lose eligibility for additional financial aid to complete the program after 45 attempted credit hours.

Pace of Completion 67 Percent

To avoid exceeding the maximum time frame required to complete a program of study using financial aid, students are expected to maintain a "pace of completion". At the end of each semester, students must have a cumulative passing rate of at least 67 percent. Grades of "I", "W", "NR", "NC", "IP" and "IU" will be counted as hours attempted, but will not be counted as hours successfully passed. Repeated course enrollments will be counted in the completion rate and against the overall maximum time limit required to complete the program of study. Students who do not meet this minimum requirement will be placed on Financial Aid Warning for one semester. If the 67 percent pace of completion is not reached by the end of the warning period, the student will be placed on Financial Aid Suspension.

Warning and Suspension Period

If a student does not maintain a 67 percent cumulative pace of completion and/or GPA of 2.00 or higher at the end of the semester, the student will be placed on a warning period for one semester. During the warning period, the student is still eligible to receive financial aid. However, if the 67 percent completion rate and/or CGPA of 2.00 or higher is not reached by the end of the warning period, the student will be placed on Financial Aid Suspension. During the Suspension period, the student is not eligible to receive financial aid.

Withdrawals & Incompletes

In the calculation of the 67 percent Pace of Progress, Grades of “I”, “W”, “NR”, “NC”, “IP” and “IU” will be counted as hours attempted, but will not be counted as hours successfully passed. All other letter grades (A, B, C, D, F) will be counted.

In the calculation of Cumulative GPA, Grades of “I”, “W”, “NR”, “NC”, “IP” and “IU” will be counted as hours attempted, but will not be counted as hours successfully passed. All other letter grades (A, B, C, D, F) will be counted.

In the calculation of 150 percent Maximum Time Frame Grades of “I”, “W”, “NR”, “NC”, “IP” and “IU” will be counted as hours attempted, but will not be counted as hours successfully passed. All other letter grades (A, B, C, D, F) will also be counted.

Treatment of Remedial Courses

An otherwise eligible student may receive financial aid for a maximum of 30 attempted credit hours of developmental/remedial course work.

Once the 30-hour credit hour maximum is reached, additional development/remedial credit hours will not be used to calculate the award amount. Developmental hours are not included in the calculation of the overall maximum time frame to complete the student’s academic program or in the grade-point average calculation.

However, developmental/remedial attempts and grades are used in the measurement of the pace of completion.

Treatment of Transfer, Change of Major, Second Degree & Second Major Courses

Transfer students must submit official transcripts from all previous colleges attended. If transcripts are not received and evaluated prior to the start of your enrollment, SAP standards cannot be calculated.

Each financial aid applicant must select a Primary Program of Study prior to receiving financial aid payments. Students may not be allowed financial aid funding for multiple changes of programs for the purpose of extending financial aid eligibility. All previously repeated courses will be counted.

Students must be in an eligible program of study leading to a degree or certificate in order to receive federal aid and most non-federal aid. A second major being added to a previous degree is not considered an eligible program of study.

Completion of Degree Requirements

A student who has completed all the coursework for his or her degree or certificate but has not yet received the degree or certificate cannot receive further financial aid for that program.

Appeals

A student who has been placed on financial aid suspension for not meeting the required SAP guidelines may appeal his/her suspension if there were unusual or extenuating circumstances that contributed to the student’s failure to meet these guidelines.

If the appeal is granted, the student will be placed on a SAP Probation Status and will be allowed to receive financial aid. A student who wishes to appeal must submit a completed appeal form to the Office of Student Financial Aid & Scholarships. Financial aid will only be awarded if an appeal is approved.

The student who was placed on an academic plan will be reviewed for SAP at the end of the probationary semester. If the student is still not meeting SAP requirements as stated in the academic plan, the student will be placed on Financial Aid Suspension and will be ineligible for financial aid. Students may appeal Financial Aid Suspension.

If the student's appeal is denied, the student will be ineligible for financial aid until the student meets the SAP requirements.

Regaining Eligibility

To regain financial aid eligibility, a student placed on suspension may pay enrollment related expenses from personal resources until minimum SAP standards are met. The student's progress will continue to be reviewed at the end of each semester of enrollment.

Eligibility will automatically be reinstated for the next term of enrollment upon successful completion of a term of enrollment in which the student meets the required SAP standards described in this section.

This process will be enacted at the end of each term. The Director of Financial Aid will serve as the single point of contact for the process, collecting reports on progress from members of each unit (Registrar, Bursar, Retention Manager(s), Financial Aid Officer(s)) and serving as chairperson of the SAP Committee.

Student Accounts

Paying for College

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

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

Please be advised it is the student's responsibility to drop/withdraw classes for which they cannot make payment by the deadlines below to avoid accruing late payment charges. Monies owed the College may be paid in the Business Office located in Adams, online and over the phone.

Regular Registration Payment Deadline ..... First day of Class

Financial Aid Recipients** ..... Census Date (12th Class day)

Late Payment fee begins..... Day after Census Date

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

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

Payment Methods

Paul Quinn College accepts cash, money order, or Visa/MasterCard for payment.

Payment Plans

Paul Quinn College offers an Installment Payment program in which students can defer payment of the portion of their tuition and fees not covered by financial aid grants, loans and/or scholarships. A one-time installment agreement fee of $30 will be added to the outstanding student balance.

The specific terms of a payment plan are detailed on the installment agreement. Financial Aid, additional scholarships or third-party payments and/or credits from dropping a class may reduce a payment amount, however, a payment is due on the due date as long as there is an outstanding balance. **Financial aid may NOT be used as your first payment.**

A $100.00 late payment fee will be assessed for each payment not paid in full by 5:00 p.m. on the due date.

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

Non-Payment of Financial Obligations to College

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

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

Managing Defaulted Students

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

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

Paul Quinn College contacts delinquent students to assist with disseminating information and collecting data to assist the borrower with repayment options. Borrowers are encouraged to explore options for lowering the payment amount, income based, repayment options and if necessary, options for deferment or forbearance. Letters are mailed to the last known address on file detailing how the student can get assistance for repayment of their loans. Updated address forms are included in the letters so borrowers can submit their updated contact information to the school. Calls are attempted to reach each borrower and give assistance for repayment, curing defaults and loan rehabilitation.

Refund Policy

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

The following schedule will dictate refund amounts:

16-week classes

4th business day of long semester (includes the first day of class) 90%
8th business day 80%
12th business day 50%
After the 13th business day..... 0%

The above refund schedule will be adjusted by the Business Office for classes lasting for less than typical fall or spring term.

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

Students receiving federal financial aid will be subject to the federal guidelines with respect to withdrawal. A student may obtain a refund of any overpayment on his or her account by making a request in the Business Office. The date of withdrawal from which all claims to reductions and refunds will be referred is the date on which the Registrar's Office receives official notice from the student of the intention to withdraw (See regulations relative to withdrawals.)

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

A refundable credit balance may result on the student account due to financial aid payments, loan disbursements, account adjustments and/or payments posted to the account. When refunds are issued, students will receive an email to their PQC email alerting them to a pending check in the Business Office. Refunds are issued to the student. Refunds due to over-payments are processed no sooner than 14 business days after the credit balance appears.

Credit balances due to overpayment of student account charges will be refunded to the student as long as the source of the overpayment is not Institutional Scholarship funds. Per institutional regulations, no refunds shall be awarded from institutional scholarships. All external scholarship money will replace or reduce any institutional scholarships. Payments sent to the College (by check) on the student's behalf should be limited to educational expenses billed to the student account. Funds intended to cover student "spending" or "living expenses" should be sent directly to the student - not to PQC. Paul Quinn College is unable to transfer funds to the student on behalf of a separate party. If the College receives such funds, they will be applied to any outstanding charges on the student account. If there are no outstanding charges, the College will hold the funds to be applied to the student account for a future term's charges or until the student leaves the College.

Enrollment and Registration

Registration

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

Dates for registration and pre-registration for fall and spring sessions respectively are published in the College Academic Calendar. All students are required to register according to this schedule. A schedule of classes is available online during the registration periods. Using their degree plan, students are urged to study the schedule carefully and in conjunction with their advisor, plan their schedule with appropriate classes. It is the student's responsibility to complete the registration process. Failure to complete the registration process within the scheduled time period will result in a late registration penalty of $250 added to the student's account. The registration process allows the student to notify the College of their intention to enroll or to continue enrollment. Upon initial enrollment at the College, all new students are charged the $200 Registration Fee. A student who does not register by the deadline established by the Academic Calendar will be withdrawn from the College.

Meningitis Vaccination Policy

Texas State Law requires the meningitis vaccine for all students under the age of 22 years old, enrolled in on-campus college classes. Documentation of the meningitis immunization must be dated 10 days prior to the move in date or the first day of classes, or students will not be allowed to move into any campus residence hall space OR attend class in person. Students who arrive to campus without the required meningitis vaccine documentation will not be permitted to attend classes in person, move-in to or visit on or off campus PQC housing.

COVID-19 VACCINATION POLICY

Paul Quinn College does NOT currently require students attending classes in person, and students residing in PQ housing to submit documentation of being fully vaccinated against the COVID-19 virus. The College reviews its COVID-19 Vaccination Policy occasionally and will determine if any changes are needed.

Course Load

To be classified as a full-time student in the fall and spring semesters, undergraduates must be enrolled in a minimum of 12 credit hours by the end of the drop/add period. Full-time enrollment for the graduate program is six credit hours per term. Full-time status in the summer term is enrollment in at least six credit hours. Students registered for fewer than 12 credit hours are classified as part-time and charged tuition based upon the number of credit hours in which they are enrolled. Eligibility for many forms of financial aid, participation on intercollegiate varsity sports teams and maintaining certain visa statuses for international students requires full-time status.

A normal course load for full-time students in the fall and spring semesters is 15-18 credit hours. However, students should consult with their academic advisor to determine an appropriate course load each term based upon a holistic review of student obligations. Students should bear in mind that for each enrolled credit hour, faculty expect that they will spend two to three hours outside of class completing the learning and work of the course. NOTE: To graduate in four years, students must successfully complete, on average, 15 credit hours each fall and spring semester.

Course Overload

Students who wish to enroll for more than 18 credit hours (more than 6 graduate credit hours) during a term must seek permission for a course overload from their academic advisor and the Vice President of Academic Affairs. Students enrolled in more than 18 credit hours will be charged a per credit tuition rate for each credit hour above 18. Study Abroad enrollment will not trigger the course overload fee.

Auditing Courses

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

Schedule Changes (Drop/Add/Withdrawal)

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

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

Course Withdrawal

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

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

Withdrawal from the Institution

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

A student who formally withdraws from all classes, prior to the published withdrawal deadline will received grades of "W" in all courses. Students who miss the published deadline to withdraw from classes may file a written request for an exception to be considered. Petitions will not be considered unless the student provides evidence of extraordinary circumstances that prevented the student from withdrawing from classes by the published deadline. Not being aware of the published deadline does not meet the requirement for an exception to be considered. Requests for exceptions to this policy are to be submitted to the Vice President of Academic Affairs.

Return of Financial Aid Funds

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

Administrative Withdrawal

Administrative Withdrawal from a course(s) may result from habitual delinquency in class or any other circumstance that prevents the student from fulfilling the purpose of the class. Students can be administratively withdrawn for failure to maintain sufficient attendance in their courses. The College reserves the right to cancel the registration of any student. Students who are withdrawn due to disciplinary issues forfeit the right to a refund.

Disciplinary Withdrawal

Students may be expelled immediately for the following items:

a. Physical fighting, assault
b. Certain Title IX Violations
c. Possession or use of illegal drugs.
d. Possession or use of weapon(s), ammunition, or explosives of any kind.
e. Storing, possession, or detonation of firearms (including paint ball and pellet guns).
f. Assault and/or intimidation of faculty or staff.

g. Academic dishonesty.
h. Theft on- or off-campus.
i. Violating the Conditional Admit Contract.
j. Behavior unbecoming of a Quinnite.

Suspension

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

Suspension shall:

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

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

Expulsion

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

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

Condition of Suspension and Reinstatement

Any student suspended from the College:

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

Failure to Observe Terms and Conditions

Failure to observe the terms and conditions (Suspension or College Disciplinary Probation) will result in immediate suspension for not less than one academic semester. Students are expected to follow the terms of

their Probation/Suspension. No exceptions. **Sanctions not followed to the letter will result in removal from the residence hall or suspension per your letter.**

Medical Withdrawal

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

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

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

Emergency/Military Service Withdrawal

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

Documentation of the circumstances must be provided before an emergency withdrawal will be considered and must be provided at the time the emergency arises. Students granted any type of emergency withdrawal will receive the grade of W in all attempted classes.

Student Classification

Students are classified as freshmen, sophomores, juniors, or seniors, based on the number of semester credit hours earned and transferred, regardless of the hours' applicability toward a degree. The credit hours associated with each classification are listed below.

Freshman	0-29 credit hours
Sophomore	30-59 credit hours
Junior	60-89 credit hours
Senior	90+ credit hours

Students who have previously earned a bachelor's degree are considered post-baccalaureate students and are not included in these classifications.

Academic Affairs and Institutional Policies

Academic Calendar

The academic calendar is published by the Academic Affairs division prior to the start of a new academic year. The current calendar is posted to the PQ website - Academic Calendar - Paul Quinn College

Academic Course Policies

Course Numbering System

1000	-	1999	Freshman level courses (except ENGL 1300, MATH 1300, READ 1300)
2000	-	2999	Sophomore level courses
3000	-	3999	Junior level courses
4000	-	4999	Senior level courses

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

Course Type

Lecture: Courses in which instruction is delivered in a lecture or seminar format in a traditional classroom setting. Credits earned are generally equal to the number of hours a class meets weekly.

Lab: Courses delivered in a laboratory format with hands-on instruction.

Internship: Courses in which students apply knowledge from classroom instruction within a work setting for a designated period of time.

Hybrid: Courses that blend traditional classroom lecture format with online or out-of-class experiences and learning activities.

Online: Courses that utilize the College's learning management system to deliver content and instruction over the Internet (online). Learning experiences equivalent to those gained in traditional classroom settings.

Study Abroad: Courses taken in an international setting. Credit determined upon review by the Registrar's office and the Office of Academic Affairs.

Credit Hour

One credit hour may be earned for at least 15 hours of seat time. The 15 hours may be spread out over a 15-week semester, which includes the final exam period. One (1) hour of classroom instruction plus two (2) hours of out-of-class work per week over a fifteen (15) week semester is needed to earn one credit hour.

As the number of credit hours increases, the required seat time increases proportionally. Three credit hours are earned for 45 hours of seat time. In a 15-week semester, a three-credit hour course will meet three times for one hour at a time, or two times for one hour and twenty minutes each time. If an eight-week term, a three-credit hour course will meet six hours per week to reach the required seat time minimum. The College includes a buffer of time in the seat time requirement to allow for a 10-minute break for each hour of instruction. The following chart addresses other credit hour and term length configurations currently used by the College:

Credit Hour	Course Length in a 15-week semester	Course Length per week	Example
1	15 hours	1 hour	Personal Finance

2	30 hours	2 hours	Texas Government
3	45 hours	3 hours	College Algebra, English Composition
4	60 hours	4 hours	Calculus I

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

Double Counting

"Double Counting" refers to instances when one course can fulfill more than one degree requirement simultaneously. Specifically, courses may be used to count for both a course in the General Education Core Requirements as well as major or other degree requirements. No course can count for more than one General Education Core Requirement or more than one major or other degree requirement. Academic programs may restrict the number of General Education Core courses that count toward the major. Duplicate credit will not be awarded for double counted courses.

Internships

Internships are a type of experiential learning that provide students with real world work experience in an environment related to his/her academic major and career interests. The goals of an internship are threefold: to apply the knowledge and skills gained in courses to a work context; to learn the culture, needs, expectations, and dynamics of a work context; and, to complete a work project or research project that demonstrates students' ability to make meaning of their experience and use and apply their skills and knowledge. An internship experience gives students applied work experience and potential career connections.

All undergraduates are required to complete two, three credit hour internships to satisfy major degree requirements. Students pursuing teacher certification (Liberal Arts – EC-6 Teacher Education or Health & Wellness leading to Teacher Certification) will use their student teaching experience to satisfy the internship requirements. Students ordinarily enroll in FUND 4999 (previously a 4999 course in their academic discipline e.g., MGMT 4999) in their junior and/or senior year. A maximum of six credit hours of internship credit can be awarded to meet graduation requirements.

Students must identify a possible internship opportunity, gain prior approval from a site supervisor, complete and submit an Internship Approval Form, and receive approval from the Vice President of Academic Affairs prior to starting the internship experience. The Work Program Office, the Office of Personal and Career Development, and the Office of Academic Affairs are all able to assist students in identifying suitable internship opportunities. Students should identify and gain approval for an internship opportunity in the term prior to the term they intend to enroll in the internship course (see FUND 4999).

Internship Guidelines:

1. Internships can be completed on- or off-campus.
2. Internships may be paid or unpaid.
3. Internship experiences must afford students the opportunity to complete tasks and projects related to their academic major and career interests.
4. Students must work a minimum of 80 hours over a minimum of four weeks during a term (fall, spring, summer).
5. Students must identify a possible internship site and gain prior approval from the site supervisor and the Vice President of Academic Affairs prior to starting work hours. Students gain approval through submission of the Internship Approval Form.
6. The internship site supervisor must be willing to verify worked hours, provide an evaluation of the student intern, and provide some degree of guidance and support for the work or research project.

7. An internship work project or research project must be pre-approved by the Vice President of Academic Affairs.
8. Students who fail an internship experience cannot complete another internship at the same site.
9. Students cannot complete two internships at the same site unless their positions are significantly different (e.g., working in an accounting department and working as a human resource analyst) or unless otherwise approved.
10. Worked hours used to satisfy the course requirements must be completed two weeks prior to the last day of classes.

Textbooks

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

Academic Integrity Policy

Academic integrity is a fundamental requirement of the learning environment at Paul Quinn College. All members of the Quinnite Nation are expected to understand and adhere to basic standards of honesty and integrity and maintain high ethical standards. Students are expected to uphold the highest levels of academic honesty by creating and submitting their own work and by giving appropriate credit to the work and ideas of other people.

Paul Quinn College supports the statement below from the Center for Academic Integrity found in the 1999 publication, The Fundamental Values of Academic Integrity:

"Academic Integrity is a commitment to fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action." Specifically, these values are defined as follows:

- HONESTY: advances the quest for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research, and service.
- TRUST: fosters a climate of mutual trust, encourages the free exchange of ideas, and enables all to reach their highest potential.
- FAIRNESS: establishes clear standards, practices, and procedures and expects fairness in the interaction of students, faculty, and administrators.
- RESPECT: recognizes the participatory nature of the learning process and honors and respects a wide range of opinions and ideas.
- RESPONSIBILITY: upholds personal responsibility and depends upon action in the face of wrongdoing.

Types of Academic Dishonesty

- CHEATING: the act of using or attempting to use any materials, notes, information, study aids, electronic equipment, or other assistance in any type of written or oral examination/evaluation that has not been authorized by the faculty; presenting previously graded material with the intent of aiding oneself or another on any academic work that is considered in any way in the determination of a course grade.
- FABRICATION: the act of inventing, counterfeiting, altering, forging, purchasing, or downloading materials, data or other information and submitting as your own work.
- FACILITATING ACADEMIC DISHONESTY: any student who knowingly or negligently allows his/her work to be used by other students or who aid others in any acts of academic dishonesty.

- PLAGIARISM: the act of intentionally or carelessly presenting work of another as one's own, such as inaccurately or inadequately citing sources from publications or from the Internet.
- IMPERSONATION: the act of allowing another person to take any examinations or to complete graded exams or assignments for another enrolled student under his/her name.

Process for Addressing Violations of Academic Integrity Policy

Students believed to have engaged in academic dishonesty are expected to meet with their professor to discuss the violation and any sanctions.

Responsibility of Faculty – meet with student to present the evidence of the offense, give student an opportunity to state his/her case, and make known the charges and possible sanctions which may be imposed and/or recommended to the Vice President of Academic Affairs. If student does not meet with faculty, the faculty shall notify the student by certified mail with a copy to the Vice President of Academic Affairs. The faculty shall proceed to assign a failing grade for paper, examination or project related to the offense; or assign the failing grade for the course.

Responsibility of the Vice President of Academic Affairs - after receipt of the student's file, the Vice President of Academic Affairs will meet with the student and faculty member. After those meetings and a review of the case, the Vice President will determine if the recommended sanction will be upheld or modified. The student and relevant College offices will be informed of the decision.

Sanctions of Academic Dishonesty

After consultation with the Vice President of Academic Affairs, the faculty will either assign a failing grade of zero on submitted paper, examination, project, or other material related to the offense; or assign a failing (F) grade for the course in which the offense occurred. The Vice President of Academic Affairs may choose to issue a more severe sanction as described below:

- FORCED REMOVAL from the class, with a grade of "F", in which the offense occurred;
- SUSPENSION from Paul Quinn College for a specified period of time. When suspended, the student is excluded from all classes and student status is terminated, resulting in the loss of related privileges and activities. If student violates any terms of the suspension, he/she will be subject to further discipline in the form of expulsion (permanent dismissal);
- DISMISSAL from the College. This sanction is final; and any reconsideration is only after review of the College President.

NOTE: Forced withdrawal, suspension, or dismissal may result in the student having to pay back the federal government and/or Paul Quinn College any financial aid (federal, state, or institutional) awarded for the semester.

Right of Student to Appeal

The student has the right to appeal, in writing, the allegation to the Vice President of Academic Affairs within 48 hours or two business days.

The student shall have the right to attend and participate in any classes until a decision is made on his/her appeal.

Sanctions (forced removal with a grade of F, suspension, or dismissal) may be appealed to the next higher level (the President).

Academic Standing

Academic Standing (Academic Standing) is determined at the end of each semester and is based upon earned grade-point average in Paul Quinn College (Paul Quinn, PQC, or College) courses. Academic Standing governs a student's enrollment status with the College and eligibility for graduation. While academic performance also determines Satisfactory Academic Progress (SAP) for financial aid purposes, Academic

Standing and SAP are two distinct policies with which students must familiarize themselves (*see Satisfactory Academic Progress Policy*).

Good Academic Standing – Students will be in Good Academic Standing at the College (Good Standing) and maintain Good Standing, so long as they earn 2.00 semester and cumulative grade-point averages (GPAs). Failure to maintain this standard will result in students being placed on Academic Probation or being Academically Suspended from the College (*see below*).

Academic Probation: Students who fail to earn a 2.00 term or cumulative GPA will be placed on Academic Probation (Academic Probation) for the subsequent term. These students will be required to meet with their academic advisor to complete an Academic Improvement Plan and then meet regularly with their advisor to ensure they are on a path to being restored to Good Standing. While on Academic Probation, students are not permitted to hold elected/officer positions in any student organization, participate in Varsity Athletics, or be initiated into a Greek letter organization. This status will be posted on the official transcript.

Continued Academic Probation: There are three situations in which a student will be placed on Continued Academic Probation (Continued Academic Probation):

- A student on Academic Probation for earning a cumulative GPA < 2.00, who subsequently earns a term GPA of at least 2.00, but their cumulative GPA remains below a 2.00;
- A student on Academic Probation for earning a term GPA < 2.00 but whose cumulative GPA is ≥ 2.00, who subsequently earns another term GPA < 2.00, but their cumulative GPA still remains ≥ 2.00;
- A student who is eligible for Academic Suspension, but whose suspension appeal is granted.

Students on Continued Academic Probation will be required to meet with their academic advisor to complete a revised Academic Improvement Plan and then meet regularly with their advisor to ensure they are on a path to being restored to Good Standing. While on Continued Academic Probation, students are not permitted to hold elected/officer positions in any student organization, participate in Varsity Athletics, or be initiated into a Greek letter organization. This status will be posted on the official transcript.

Academic Suspension I: There are two ways that a student may be academically suspended: 1) earn a term GPA of a 0.00 with a cumulative GPA < 2.00, or 2) fail to return to Good Standing after being placed on Academic Probation or Continued Academic Probation. Students who are suspended must sit out for one year (fall and spring semester) before petitioning to be reinstated. This status will be posted on the official transcript.

Students may appeal their suspension in writing. Instructions for submitting an appeal will be sent to all students eligible for Academic Suspension I (Academic Suspension I).

Academic Suspension II: Students who return to the College after being Academically Suspended and reinstated will be eligible for Academic Suspension II (Academic Suspension II) if they 1) earn a term GPA of a 0.00 with a cumulative GPA < 2.00, or 2.00) fail to return to Good Standing after being placed on Academic Probation or Continued Academic Probation. If placed on Academic Suspension II, students must sit out from the College for a minimum of two years (two fall and two spring semesters) before petitioning to be reinstated and reapplying. This status will be posted on the official transcript.

Students may appeal their suspension in writing. Instructions for submitting an appeal will be sent to all students eligible for Academic Suspension II.

Reinstatement After Suspension: Students who wish to return to Paul Quinn after being placed on Academic Suspension I or II must submit a Petition for Reinstatement (Petition) form prior to enrolling. Students who wish to return in a fall semester must submit the Petition form by June 1, while students who wish to enroll in the spring semester must submit the form by November 1. Petitions must be submitted to the Office of Academic Affairs. Reinstatement for a specific term is not guaranteed. Petitions will be reviewed by a committee and decisions will be communicated by the Vice President of Academic Affairs. Students must also successfully reapply for admission.

Upon reinstatement, students must meet with their academic advisor to complete an Academic Improvement Plan and then meet regularly with their advisor to ensure they are on a path to being restored to Good Standing. Students are not permitted to hold elected/officer positions in any student organization, participate in Varsity Athletics, or be initiated into a Greek letter organization in their first semester back from Academic Suspension I or II.

Students who return from Academic Suspension I or II may be eligible for Academic Forgiveness (*see below*) and may be required to update their catalog year.

Enrollment at Other Institutions While on Academic Suspension I or II: Students who choose to enroll in courses at other institutions during their academic suspension period will be subject to the College's Transfer Credit Policy (*see Transfer Credit Policy*).

Academic Dismissal: Academic Dismissal is the final action taken when a student has been suspended twice and returned, but is still not able to meet minimum Academic Standing standards. Students who are dismissed are considered separated from the College permanently. This status will be posted on the official transcript.

Academic Support Services

"Leave No Quinnite Behind"

A "Leave No Quinnite Behind" philosophy shapes our student success and retention efforts and services and drives us to retain all students who enter the Quinnite Nation and see them graduate in four years or less. Paul Quinn College provides intrusive academic advising, one-on-one goal setting, course progress tracking, success and professional development workshops, guest speakers, and other resources designed to enhance student engagement and retention. All students will have an assigned academic advisor either in the Office of Retention or TRiO Student Support Services who will coordinate the delivery of these services and track student progress toward degree completion.

Academic Advising

Upon matriculation into Paul Quinn College, the student's academic advisor is responsible for using myriad strategies to ensure student success and retention from year-to-year. Academic advising establishes a collaborative relationship between student and advisor in which the student feels a sense of connection, support, and guidance. Effective advising is developmental and responsive. Advising encourages students to think critically, seek out resources, and develop action plans. It provides students with the information, resources, and encouragement they need to take personal responsibility for exploring options and making intentional and intelligent decisions. Ultimately, advising allows each student to achieve a meaningful and successful educational experience.

Although academic advisors help students build and their semester schedules and register for classes, their support for students is much more holistic in nature. Advisors monitor student engagement inside and outside the classroom to identify any factors that might jeopardize success and retention. They work closely with faculty and staff across campus to monitor the success of their advisees, and they help students track their progress toward degree completion on their individual degree plan. They also connect students to experiential learning opportunities that support their academic, career, and personal goals.

Students should expect to meet frequently with their academic advisors throughout each semester, especially if any concerns arise regarding academic performance and attendance. Academic advisors also assist students in monitoring their academic standing and Satisfactory Academic Progress each semester. Students must meet with their Academic Advisor each term prior to registering for classes for the subsequent term.

Carrington Living and Learning Community

The Carrington Living & Learning Community is designed for students who have previously struggled in their academic careers. This Community Learning Program provides students with the opportunity to receive additional support to enhance learning and academic success. These opportunities improve the overall college

experience and provide skills to help students succeed in life and beyond. At the end of the program, students will receive a certificate of completion that shows their progress as a Quinnite Scholar.

Students in the program are assisted by the Carrington Living and Learning Community Coordinator. A group of students currently on the Carrington Plan form the Carrington Council to help implement changes and provide an active voice about the academic learning experience. This peer-led Council focuses on creating success for students by listening to other Quinnites and providing Carrington Students with other opportunities to succeed by staying focused on their academics.

Students are selected for participation in Carrington if they meet the following conditions:

- Conditional acceptance to Paul Quinn College;
- An undergraduate student who is returning with a grade point average below a 1.80;
- Academic Probation or a Student who has not met Satisfactory Academic Progress.

To ensure academic success, the Carrington Plan has set expectations that are non-negotiable and must be followed to ensure educational advancement and enrollment at the College. Students on the Carrington Plan must meet the following requirements each semester:

- Bi-weekly meetings with the Carrington Coordinator;
- Weekly Study Hall Attendance with Academic Tutors in the Designated Carrington Space;
- Academic Progress Reports;
- Monthly programing events with guest speakers;
- 90% attendance in courses, study hall, curfew, and work program;
- Adherence to the Student Code of Conduct.

Upon completion of the expectations mentioned above, students should obtain:

- A grade point average of a 3.50 for the current semester; OR
- A grade point average of a 3.00 for two consecutive semesters.

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

Personal and Career Development

The Work Program, Academic Affairs and Student Support Services coordinate or facilitate opportunities for participation in career development activities including an annual Career Fair, graduate school visits and information sessions and career skills workshops. These activities provide networking opportunities for students and alumni with a range of professionals. Students gain insight into internship and employment requirements and skills, learn about graduate and professional school admission and deepen their understanding of preferred competencies, skills, and experiences.

TRiO Student Support Services (SSS)

TRiO Student Support Services (SSS) is a federally funded program through the U.S. Department of Education that provides opportunities for cultural enrichment as well as personal, career, and professional development.

Students who apply must meet the following eligibility requirements to participate:

- Be a U.S. citizen or Permanent Resident, or meet the residency requirements for Federal student financial assistance;
- Be enrolled at PQC or accepted for enrollment in the next academic term;
- Have a need for academic support to pursue successfully a postsecondary educational program;
- Meet two of the three criteria:

- A low-income student;
- A first-generation college student;
- A student with a disability.

Acceptance into SSS is determined by eligibility for services, application quality, interview, need, space availability, and student commitment to academic success. Students who meet multiple admissions criteria have priority acceptance into the program.

The SSS staff serves as academic advisors to all students accepted into their program. SSS students are expected to participate in academic success and professional development opportunities and to meet and communicate with their advisors on a regular basis.

Tutoring Services

Tutoring services are provided to all students. Students seeking academic support in any academic discipline should consult with their professors as well as the tutoring office, located in SUB 100. Tutoring is regularly available in Accounting, Biology, Math (all levels), Reading, and Spanish.

the writing center

The Writing Hub provides one-on-one tutoring in writing to all PQC students. Support is provided to help understand assignments, formulate essays and outlines, and apply proper use of grammar and punctuation. Assistance with MLA and APA formatting and research is also available.

Library Services

In addition to Zale Library's traditional print collections, the Library subscribes to electronic databases providing access to resources from JSTOR (Journal Storage), ProQuest's Alexander Street, Credo Reference, Gale Group Infotrac, and LexisNexis Academic that cover areas such as All News, Company Profiles, Federal and State Laws and Legal Research to name a few. Remote access to all electronic resources is available to library users with Internet connectivity. Staff members are available to assist students with finding appropriate research materials for class assignments.

Accommodations for Students with Disabilities

The American with Disabilities Act (ADA) extends federal civil rights protection in several areas to people who are considered “disabled”. As required by law, the College will make every reasonable effort to provide accommodations to students who require such assistance. To be considered “disabled” under ADA, individuals must have a condition that impairs a major life activity.

Requests for accommodations, of any nature, must be submitted in writing at the beginning of each semester, or as soon as the disability is documented. As required by law, the College will make every reasonable effort to provide accommodations to students who require such assistance. Accommodations may be adjusted based on the course the student is current enrolled. Reasonable efforts may not infringe on the needs of other students or community members, and reasonable efforts may be impacted by the physical, human and financial resources of the College.

Accommodations, once approved, are provided to enrolled students in response to the submission of official documentation of a condition which impairs a major life activity. Needed accommodations may be provided in housing assignments, in academic settings, both in face to face and ONLINE environments, specialized meal plans (to address Food Allergies), or in other areas in which requests are supported by documentation and recommendations from relevant professionals. Accommodation requests which include on-campus or in class guides or aides, sign language interpreters, modifications to standard on-campus housing amenities, Service Animals or Emotional Support Animals, etc., are reviewed and approved on a case by case basis.

Requests for Accommodations

A new student should formally report a documented disability and request an accommodation during the initial application and enrollment process by contacting the Enrollment Management Office. Currently enrolled students with a documented disability should contact the Office of Academic Affairs for assistance at the beginning of each term. Once an accommodation request has been reviewed and approved, details of the approved accommodation will be communicated to the enrolled student and to the appropriate campus faculty and/or staff members for implementation. At the beginning of each new semester, a new accommodation request should be submitted to new instructors to ensure approved accommodations are communicated in a timely manner.

A continuing student who experiences a change in their documented disability or in the details of their accommodation needs must submit a new accommodation request for review and approval. The College will review accommodations to ensure there is still a documented need justifying the accommodation, and to ensure the accommodation is not impeding access for other members of the College community. The College will end accommodations no longer needed to support an enrolled student.

Accommodations approved for implementation in an academic setting, or in a course enrolled for college credit, are not retroactive. Waiting to submit a request or not submitting a request for accommodations in an academic setting may permanently impact course performance.

Attendance Policy

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

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

This policy extends to Online and Independent Study courses which do not have scheduled meeting dates and times. In these learning situations, attendance is interpreted as course participation according to the course syllabus and calendar.

Regular and engaged attendance in all classes requires preparation for the learning experience specific to the course content and also assists the student in the development of discussion, debate, collaboration and problem-solving skills which are useful in and outside of the classroom. Instructors evaluate student learning and comprehension on a regular basis by assessing student understanding and ability to use learned knowledge. Absenteeism disrupts these processes and causes difficulty in carrying out the course content as planned. Regular and engaged attendance in all classes also allows a student to communicate their understanding and comprehension of the course material.

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

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

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

Policy for Regular Engagement in an Online Course

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

Examples of regular participation may include:

- submitting assignments according to posted deadline
- participating in discussions
- responding to emails / phone calls
- attendance at scheduled chats
- adherence to scheduled events in the syllabus
- logging into the virtual classroom, reviewing messages and responding to messages
- Web conferences or other live events scheduled for the class
- On-campus events or other locations where instructor and students meet for class (e.g., museum, observatory, etc.)

Attendance records are collected for retention purposes. Not attending and engaging in class on a regular basis is a red flag that will trigger certain provisions of the Leave No Quinnite Behind Retention Plan.

Veteran Student Attendance Policy

Students using veterans' benefits to attend Paul Quinn College will have attendance monitored during enrollment. Excess absences, defined as missing more than 20% of a course, will be reported to the PQ Financial Aid Office. The Financial Aid Office will report unsatisfactory attendance to the Department of Veteran Affairs.

Paul Quinn College Classroom Etiquette

The classroom is an exciting, energetic and engaging environment conducive to learning. Students and instructors are expected to engage in a wholesome cooperative learning experience. Students are expected to behave as responsible adults and maintain an attentive posture in the classroom. They are expected to show respect for their peers and their instructors at all times. The following behaviors and restrictions should be observed:

- Attend class regularly
- Be on time for class
- Bring necessary textbooks and materials to class
- Dress for success (Follow the PQC dress code)
- Come to class prepared
- Be prepared to take notes when class begins
- Complete assignments on time
- Do not plagiarize any of your work
- Do not use cell phones or other electronic equipment other than for class purposes
- Do not talk out of term, pass notes, or send text messages during class
- Do not fall asleep during class
- Do not use obscenities, threatening, or offensive behavior
- Do not use violence, intimidation, abuse, or destructive behavior in or out of class.

-Adapted from Jennifer Hurd, *Campus Companion*

Change of Name and Address

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

Chapel

The Paul Quinn College weekly Chapel service is designed to impact the religious and spiritual education of the student regardless of the student's faith tradition. The mission of the Paul Quinn College Chapel is to affirm our faith and identity as a Christian College, and to strive to fulfill the Motto of the African Methodist Episcopal Church "God Our Father, Christ Our Redeemer, Holy Spirit Our Comforter, Humankind Our Family."

Chapel, led by the Dean of Chapel, is open to all students, faculty, and staff, and is designed to bring the campus community together to focus on the word of God. The service is held in the Grand Lounge on Fridays, at 10 a.m. and comprises contemporary, inspiring worship, ecumenical prayers, and a weekly homily from the Dean of Chapel or other distinguished and renowned orators. Although the Chapel service is delivered in the African Methodist Episcopal Church tradition, the service is accessible to those of all faith traditions.

All degree-seeking students must enroll in Chapel (EDUC 1000), each semester through graduation. Weekly Chapel attendance is mandatory, and Chapel is a graduation requirement.

100% online students and those who will miss regular chapel sessions due to their Corporate Work Program Assignment should enroll in the ONLINE section of the chapel course.

Course Substitutions and Waivers

A student's approved degree plan will include the required courses that a student is required to take to complete their specific degree. Substitutions to required courses are reviewed and approved in exceptional circumstances by the Vice President of Academic Affairs.

Enrollment Verification

Current students may request an enrollment verification in the Registrar's Office in order to confirm enrollment, both past and present, for the purposes of insurance, scholarship, employment and to provide documentation to other necessary parties. These verifications contain the school seal and the signature of the registrar. Verifications for alumni and past students are done through the National Student Clearinghouse.

FERPA

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

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

   i. information needed for honors and awards.

   Students who do not wish such information released without their consent should notify the Registrar's Office and the Business Office in writing prior to the end of the first day of classes.
3. Violations of drug and alcohol policies may be disclosed to parents of students who are under the age of 21.
4. Disciplinary proceedings of violent crimes or sex offenses may be disclosed to the victims of the crime regardless of the outcome of the proceedings. They may also be disclosed if the accused was found to have violated the College's rules or policies.
5. Records may be released to a court if a parent or student has initiated legal action against the College or if the College has begun a legal action against a parent of a student.
6. Records may be released to the Texas Office of Student Financial Aid if a student's legal residence is in the state.
7. If students would like their parents to have access to their records, they must give written consent in the Registrar's Office. This consent must be renewed at the beginning of each academic year.

Final Examinations

Final examinations are held at the completion of a term at a time determined by the Office of Academic Affairs and the Registrar's Office. Courses requiring one hour of theory or practice (e.g., labs or physical activity courses) are allowed, but not required, to hold final examinations. It is expected that in-person courses (including hybrid courses) will have an in-person final exam. 100% online courses will have an online final exam.

Students should carefully check their final examination schedule for conflicts or issues. Any confusion on when a final examination is offered will not be considered justification for missing an examination. When a student has more than two final examinations scheduled in one day, the student may submit a request no later than one week prior to the final day of class to the Office of Academic Affairs for alternative scheduling of one of the examinations during the final examination period. Every effort will be made to accommodate the request presuming the full cooperation of the student and faculty member.

If a student misses a final examination, a written explanation must be submitted to the Office of Academic Affairs immediately. If the justification for the absence is approved, a grade of "Incomplete" will be assigned and a make-up examination will be scheduled by the Office of Academic Affairs. If the absence is unexcused, the faculty member will record a grade of zero for the final examination and assign a final grade in the course consistent with the course's grading policy.

Grading Policies

Registrar's Office

The Paul Quinn College Registrar's Office is responsible for maintaining and securely storing the official grades and enrollment status of all former and currently enrolled students. The office retain permanent academic files which includes transfer transcripts, official grade change requests, degree audits for graduation and degree conferral details. Records such as application, semester schedules and add/drop requests are retained for the period of enrollment; and may be destroyed five years after last date of enrollment.

Undergraduate grading scale

SYMBOL		*GRADE POINTS PER SEMESTER CREDIT HOUR*
A	=	4.00
A-	=	3.67

B+	=	3.33
B	=	3.00
B-	=	2.67
C+	=	2.33
C	=	2.00
C-	=	1.67
D+	=	1.33
D	=	1.00
F	=	0.00

Grades not included in the Grade-Point Average

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

Minimum Grade Requirements

No credit toward graduation is given for any course in which the final grade is below a D or 60 percent. Additionally, no credit toward graduation is given for ENGL 1301, 1302 or any course in the students major in which the final grade is below a C. In order to graduate from the College, a student must not only have earned the required numbers of hours, but also the required number of grade points. Current students may view course progress, midterm and final grades in the Colleague Self-Service Portal.

Graduate Grading Scale

The following grade scale is applicable to the graduate courses only:

Grade	Points	GPA
A	>93	4.0
A-	90 - 92	3.67
B+	87 - 89	3.33
B	83 – 86	3.0
B-	80 - 82	2.67
C+	77 - 79	2.33
F -- C or lower	<76	Unacceptable (grade less than 77 still reported with gpa, but no credit earned)

Spring Semester Academic Honors

Each spring semester, Paul Quinn College recognizes student academic excellence through the President's and Vice President's List. To earn this honor, students must achieve a term grade-point average (GPA) of 3.50 or higher, be enrolled full-time and have earned letter grades in 12 or more credit hours at Paul Quinn College. The Vice President's List student must achieve a term grade-point average (GPA) of 3.2 to 3.49.

Students with incomplete grades or a failing grade in any course will not be placed on either list.. Students on academic or disciplinary probation may not receive this designation.

Repeated Courses

The Course Repeat Option provides students who earned a C-, D+, D, or F in a credit-bearing course the opportunity to repeat that course with the hope of earning a better grade. When a course is repeated using this option, the better grade of the two attempts of that course will be used in calculating the cumulative GPA and for completion of degree requirements. The grades earned for both attempts will remain on the official transcript. A notation (R) indicating that the Course Repeat Option has been applied will appear on the official transcript. Degree credit is granted only once when the student earns a passing grade for the course.

Incomplete Grade Policy

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

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

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

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

NOTE: The student should not register for the course a second time (to complete the coursework).

Change of Grades and Grade Disputes

After final grades are submitted any change of grade must be reported on a "Change of Grade Form" by the instructor of record. The form must provide justification for the grade change, contain the instructor's signature, and be approved by the Vice President of Academic Affairs. Any grade change must be processed within one academic year (two full semesters or terms) from the time the original grade was recorded.

No consideration will be given to any grade changes two full semesters (or terms) from the time the original grade was recorded. This policy is designed to protect the integrity of the College and to protect the faculty from external pressure for grade changes. All grade changes, including a retroactive change to "W" and "I" grades, must be approved by the Vice President of Academic Affairs. After the Change of Grade Form has been completed and signed by the Vice President of Academic Affairs, the form is submitted to the Registrar's Office, where the grade change is recorded.

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

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

It is the student's responsibility to discuss any grade dispute with the instructor involved prior to contacting the Vice President of Academic Affairs or the Registrar's Office.

Graduation Policy

Residency Requirement

The residency policy describes the proportion of degree credits which must be completed at Paul Quinn College. Courses taken through the College's partnership with the University of Phoenix are considered resident credit. The following residency rules apply:

- The final 25% of a student's coursework must be completed in residence at Paul Quinn College;
- No more than 25% of a student's degree requirements can be earned through a combination of AP, IB, CLEP, Portfolio Review, Credit by Exam, but only a maximum of 12 credit hours can be earned through CLEP, Portfolio Review, Credit by Exam;
- At most, 60 credit hours can be transferred from a community college, and a maximum of 90 credit hours can be transferred from a four-year institution;
- At least 15 credit hours of major requirements must be completed at Paul Quinn College;
- After matriculation and upon earning 60 credit hours at a community college or four-year institution, a student may not take additional coursework outside Paul Quinn College unless enrolled in an approved study abroad program, through approved enrollment at SMU, or through enrollment at another institution with the approval of the Vice President of Academic Affairs.

UNDERGRADUATE Graduation Requirements

A candidate for graduation must meet the following requirements:

1. Complete a minimum of 120 credit hours (see individual major requirements), including all general education core and major requirements;
2. Complete all coursework in the major with at least a C;
3. Earn a C or better in ENGL 1301 and ENGL 1302;
4. Earn a cumulative grade point average of 2.00 (*Teacher Education majors must earn a cumulative grade point average of 2.75);*
5. Successfully pass EDUC 1000 – Chapel each semester;
6. Complete at least 60 or more credit hours in residence at Paul Quinn College with at least fifteen credit hours in the major/area of concentration. *The last 30 semester hours or 25% of the required hours for graduation must be done in residence at Paul Quinn College;*
7. Satisfy all financial obligations with the Business Office;

8. Complete all Application for Graduation documents;
9. Complete career and financial literacy workshops provided by the Work Program and Academic Affairs
10. Complete the Graduating Senior Survey and Financial Aid Exit Counseling;
11. Pay $200.000 graduation fee in the Business Office.

GRADUATE Program GRADUATION REQUIREMENTS

1. Complete a minimum of 36 credit hours, at least 30 credits completed with Paul Quinn
2. No grades earned below 76% will be used toward degree completion
3. Completion of Study Abroad experience
4. Presentation of "Big Idea" to Advisory Board
5. Complete graduation application and pay appropriate graduate fee of $200
6. Complete Financial Aid Exit Counseling (if loans were utilized)
7. Complete career and financial literacy workshops provided by the Work Program and Academic Affairs
8. Complete the Graduate Student Survey
9. Satisfy all financial obligations with the Business Office

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

Latin Honors for Graduation

A student who has a final cumulative grade point average of at least 3.20 will graduate cum laude. Students who have a final cumulative grade point average of 3.50 will graduate magna cum laude, while those with a final cumulative grade point average of 3.80 will graduate summa cum laude. Students who use Academic Forgiveness are not eligible to receive Latin Honors or be designated as class valedictorian or salutatorian.

Degree Conferral

Paul Quinn College confers degrees in the months of May, August and December. A commencement ceremony is held each May for students who have completed all graduation requirements in the preceding academic year. A diploma is issued once the degree has been certified and conferred. Students with degrees conferred in August or December of an academic year are welcome to attend the commencement ceremony held in the following May. Students intending to graduate at the end of the current semester must submit the graduation application, available from the Registrar's Office. NOTE: Official transcripts and diplomas are withheld from students with outstanding financial obligations to the College.

Commencement Ceremony

A commencement ceremony is held each May to celebrate the fulfillment of academic requirements for graduating students. The Office of Academic Affairs authorizes participation in commencement for those students who are expected to complete all degree requirements by May and those who completed degree requirements in previous terms, but who have not yet participated in a commencement ceremony. Students may not participate in commencement if they have not completed all degree requirements. The College reserves the right to deny student participation in commencement activities based on violations of the Code of Conduct or other College policies, or as a result of an outstanding balance with the College.

Transcript Requests

A student may formally request an official transcript through the National Student Clearinghouse website - https://paulquinn.edu/student-resources?transcripts. Detailed instructions are available online. The cost of each transcript is $15.25 payable with a debit card order or credit card. Transcripts will not be provided for students who have outstanding financial obligations to the College. Transcript requests ordinarily take five to seven business days to process; however, those submitted during registration period may take longer.

Transient Policy

Students may seek approval to enroll in courses outside Paul Quinn College by completing the Off-Campus Course Approval Form. If prior approval is not awarded, course credit will not be transferred. Off-campus

study must adhere to all established Transfer Credit and Residency Policies. These additional rules govern off-campus enrollment:

- Students must be in good academic standing to enroll in courses off-campus;
- All courses taken off-campus must be pre-approved and must fulfill specific degree requirements;
- Students must request that an official transcript be sent to Paul Quinn College upon completion of any off-campus course;
- Credit will only be awarded for courses completed with a C or better from nationally or regionally accredited institutions.

Institutional Partnerships

To support the forward movement of students to complete degree plans, the College partners with specific entities to offer courses from PQC degree plans. The College currently works with the University of Phoenix and the Acadeum Consortium. Courses offered through these partnerships must be approved as required on the students degree plan, and are only 100% online. Completed course grades are posted on the Paul Quinn College transcript and appear as if they are regular Paul Quinn College courses, not transfer credit; and, as such, count toward residency. Grades earned are posted on the transcript and calculated into the student's term and cumulative grade point average.

These course offerings are only available when the required courses are not offered at a day, time, and term that permits timely degree completion. Students must request permission from the Vice President of Academic Affairs and approval is contingent on established student need and students being in Good Academic Standing. Once approved, the Registrar will work with the student and the Institutional Partner to complete necessary paperwork, register for the course(s), and monitor progress. Students are held accountable for and governed by all of the partners policies for classroom, conduct, student behavior and other associated policies as outlined in their Catalog. Additionally, the academic calendar of the partner institution must be followed.

Study Abroad

Paul Quinn College is committed to preparing Quinnites for the global marketplace, therefore study abroad is a graduation requirement. The global marketplace is the intersection of business, entrepreneurship, education, community and faith-based organizations, with Paul Quinn College and the cultures, religions, languages and politics of the world. To prepare our students for the global marketplace, we must:

- inform them of the importance, personal and professional benefits of, effectively operating from a global perspective,
- prepare them for global interactions while on campus, and
- place them in experiences abroad to participate in hands on learning activities in the actual global marketplace.

In support of its goal for every Quinnite to travel or study abroad prior to graduation, the College will 1) actively create external partnerships with organizations who specialize in study abroad opportunities for college students, 2) support students in raising the necessary funds to cover tuition, fees and travel expenses, and 3) will provide student development opportunities for students to prepare for cultural immersion experiences. The College may award scholarships to assist in defraying the costs of traveling and studying abroad. Eligible students are also encouraged to access federal and state financial aid funds that can be used for study abroad experiences.

The student is ultimately responsible for the costs associated with traveling and studying abroad. If federal and state financial aid funds are received for a study abroad experience, the student is responsible for using received funds to cover the cost of tuition, fees, travel and other instructional costs, maintaining minimum enrollment, earning passing grades, and complying with all rules and regulations of the Financial Aid Office. In order to earn academic credit that can be applied toward degree requirements, the Vice President of Academic Affairs must review and approve all requests for a study abroad experience, course or internship. Earning

College credit is not a requirement for travel abroad; however, for study abroad purposes, a student must enroll in an approved academic credit course(s) to access federal and state financial aid.

EVERY QUINNITE IS AN ENTREPRENUER

Effective fall 2023, incoming students are required to create a present their unique business plan to PQ faculty and local business professionals. The business plan should be ready for implementation and may be selected for funding. This graduate requirement must be fulfilled prior to a student submitting the graduation application.

Curriculum and Degree Programs

Academic Programs

Paul Quinn College has academic programs leading to Bachelor of Arts (B.A.), Bachelor of Science (B.S.) and one Masters in Business Administration (MBA) degrees in the following areas:

Academic Program / Major	Degree Type
Business Administration: Accounting	BA
Business Administration: Banking & Finance	BA
Business Administration: Entrepreneurship	BA
Business Administration: Fundraising & Philanthropy	BA
Business Administration: Management	BA
Business Administration: Sports Management	BA
Data Science	BS
Health & Wellness	BS
Health & Wellness, Leading to Physical Education EC-12 Teacher Certification	BS
Legal Studies and Criminology	BA
Liberal Arts: Communication	BA
Liberal Arts: General	BA
Liberal Arts: General, Leading to EC-6 Teacher Certification	BA
Liberal Arts: General, Leading to English, Language Arts 4-8 Teacher Certification	BA
Liberal Arts: General, Leading to English, Language Arts 7-12 Teacher Certification	BA
Liberal Arts: History	BA
Liberal Arts: History, Leading to 4-8 Social Studies Teacher Certification	BA
Liberal Arts: History, Leading to 7-12 History Teacher Certification	BA
Liberal Arts: Mathematics	BS
Liberal Arts: Mathematics, Leading to 4-8 Teacher Certification	BS
Liberal Arts: Mathematics, Leading to 7-12 Teacher Certification	BS
Liberal Arts: Political Science	BA
Liberal Arts: Psychology	BA
Religious Studies	BA
MBA Program: The T.D. Jakes Masters in Business Administration	MBA

Opening and closing academic programs

Paul Quinn College regularly reviews its academic program offerings in order to determine new programs to or existing programs that should be modified or closed.

After market analysis, benchmarking against peer institutions, the College may institute the institutional change request process with its accrediting body, TRACS, to add, modify or close an academic program. This process includes faculty, cabinet and Board of Trustee review prior to the formal request being made to TRACS. Upon TRACS approval, a similar process is initiated with the Texas Higher Education Coordinating Board (THECB), and based up on the nature of the change, with the U.S. Department of Education as well. The College will announce and market program offering changes to current and potential students after all required approvals have been obtained.

If the College determines an existing program must be closed and no longer offered to new students, the College will implement a “teach out” plan to ensure existing students have the opportunity to complete program requirements within a reasonable amount of time. The Teach Out plan may involve an external institutional to assist in offering the required courses. Once a program has closed, new students will not be permitted to enroll. Within one to two years, depending on status, currently enrolled students will be required to complete their program, or be advised on options for changing their academic program.

General Education Core Curriculum

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

General Education Core Curriculum Goals

- Provide a diverse liberal arts background to develop effective basic skills (reading, writing, mathematics and communication);
- Preparation for servant leadership in chosen major and in under-resourced communities.

Mission Statement for General Education Core Curriculum

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

Learning Outcomes for General Education Core Curriculum

1. Demonstrate communication skills (reading, writing and speaking) using appropriate forms, conventions and styles;
2. Interpret and analyze various types of information;
3. Use mathematical and scientific reasoning to solve problems;
4. Implement ETA (Entrepreneurial Thought and Action) to solve problems;
5. Demonstrate computer and information literacy;
6. Engage in leadership to initiate social change.

Liberal Arts Abilities

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

Reasoning—the ability to analyze and synthesize arguments, to question assumptions, to evaluate evidence, to argue positions, to draw conclusions and to raise new questions; varieties of reasoning include quantitative, scientific, ethical and aesthetic:

Quantitative—the ability to use mathematical reasoning as a tool of analysis and as a means of conveying information;

Scientific—the ability to understand and to use the scientific method;

Ethical—the ability to analyze the principles and assumptions of moral claims and to make informed and reasoned moral arguments;

Aesthetic—the ability to analyze visual, performing, or literary art;

Communication—the ability to express ideas, arguments and information coherently and persuasively orally and in writing;

Historical Consciousness—the ability to understand the achievements, problems and perspectives of the past and to recognize their influence upon the course of events;

Social & Cultural Awareness—the ability to engage perspectives other than one's own.

Programs of Study

As the Quinnite Nation is growing, we anticipate adding new academic programs to the curriculum in the near future. This will be done in full compliance with the process articulated by our accrediting body, TRACS. As these programs are approved, the website will be updated accordingly. All questions regarding Paul Quinn's academic programs should be directed to the Vice President of Academic Affairs.

Majors: A major at Paul Quinn is a specialized course of study required of all students, offering the opportunity to focus in depth in a particular discipline. Specific requirements for the major are outlined below. Students are expected to declare a major no later than the end of their sophomore year.

Minors: Paul Quinn College does not currently offer minors.

Bachelor of Arts Degrees in Business Administration

(120 Credit Hours)

Mission Statement for Business Administration

The Paul Quinn College Business Administration Program's mission is to advance society by creating new wealth and economic opportunity for all people. We cultivate principled leaders that advance our economy, improve lives, and strengthen our communities for future generations. We empower students to become leaders of tomorrow who are innovative, entrepreneurially-minded, and analytically and technologically skilled for a globally competitive market.

Program Goals

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

Program Learning Outcomes for all Business Administration Concentrations

1. Interpret the key concepts and practices in the core business functions (accounting, marketing, management, entrepreneurship, statistics and the business legal system);
2. Apply accepted business principles to analyze business problems to develop realistic solutions;
3. Effectively communicate business information verbally and in writing to various audiences;
4. Analyze quantitative and qualitative data to develop effective business decisions;
5. Students will apply principles of business ethics and social responsibility to resolve ethical dilemmas that could be used to improve business opportunity and development in underserved communities.

Concentration Specific Learning Outcomes for Business Administration

Accounting

1. Demonstrate competence in fundamental skills in accounting.
2. Identify the critical elements of an accounting issue.
3. Resolve an accounting issue.

Banking & Finance

1. Demonstrate competence in the core elements of banking finance.
2. Develop critical skills for interpreting and communicating financial information for multiple audiences
3. Evaluate banking and financial systems from a global perspective

Entrepreneurship

1. Understand the process of identifying a securing investors and capital resources for entrepreneurial endeavors.
2. Create a business plan which reflects the core values and theories of social entrepreneurship.

Fundraising/Philanthropy

1. Evaluate current issues, trends and best practices for fundraising and philanthropy.
2. Create and implement a fundraising plan based on needs assessment, organization characteristics, budget and timeline.

Management

1. Demonstrate competence in fundamental skills in management.
2. Apply knowledge and skills in quantitative decision making.

3. Apply knowledge and skills in functional specialties of management.

Sports Management

1. Apply interdisciplinary principles studied in the sports management major to solve problems in the sports management industry
2. Analyze and propose solutions sports management challenges using the entrepreneurial thought and action lens
3. Complete unique learning experiences in sports management, such as study abroad, on and off-campus work program internships

General Education Core Curriculum for Business Administration

(57 Credit Hours)

BIOL 1324 General Biology I or lab science	3	BUSA 1302 Social Entrepreneurship	3
BIOL 1325 General Biology II or lab science	3	ECON 2302 Principles of Microeconomics**	3
COMM 1311 Intro to Public Speaking	3	FINA 1101 Personal Finance	1
FUND 1301 Career Management: How to Thrive	3	FUND 1303 Intro to Quinnite Servant Leadership	3
or Sophomore Literature or Creative Writing		MATH 1303 Basic Statistics	3
or Cultural Studies Course		RELI 1301 Introduction to Christian Ethics	3
ENGL 1301 Composition I	3	SPAN 1301 Elementary Spanish I	3
ENGL 1302 Composition II	3	or SPAN 2304 Spanish for Heritage Speakers I	
GOVT 2206 Texas Government	2	SPAN 1302 Elementary Spanish II	3
GOVT 2301 American Government I	3	or SPAN 2305 Spanish for Heritage Speakers II	
HIST 2301 US History I	3		
HIST 2302 US History II	3		
HUMA 1315 Art Appreciation	3		
MATH 1301 College Algebra	3		
PSYC 2319 Social Psychology	3		

**This course is also intended to meet business core requirements.

Bachelor of Arts Degree in Business Administration: Accounting

(120 Total Credit Hours)

In addition to the General Education Core Curriculum for Business Administration, students pursing a major in Business Administration: Accounting will need to complete the following classes:

Business Core Requirements (27 hours)		**Major Requirements (27 hours)**	
ACCT 2301 Principles of Accounting I	3	FINA 3312 Banking History and Regulations	3
ACCT 2302 Principles of Accounting II	3	FINA 3314 Wealth Management and Investment Strategies	3
ECON 2301 Principles of Macroeconomics	3	FINA 3315 Financial Data Analysis	3
ECON 2302 Principles of Microeconomics	3	ECON 3320 Money and Banking	3
BUSA 3302 Business Communications	3	FINA 4302 Commercial Banking and Lending	3
BUSA 4321 Business Ethics and Social Responsibility	3	BUSA 3303 Business Computer Applications	3
BUSA 4323 Business Policy and Strategy	3	FINA 4301 US and International Markets	3
FINA 3313 Business Finance	3	FINA/FUND 4999 Entrepreneurship Internship	3
LGLS 3328 Business Law	3	FINA/FUND 4999 Entrepreneurship Internship	3

9 Hour of Upper Level Electives: Recommended courses include MGMT 3314, MGMT 3317, BUSA 4305 or ENTR 3302

Bachelor of Arts Degree in Business Administration: Banking and Finance

(120 Credit hours)

In addition to the General Education Core Curriculum for Business Administration, students pursing a major in Business Administration: Banking and Finance will need to complete the following classes:

Business Core Requirements (27 hours)		**Major Requirements (27 hours)**	
ACCT 2301 Principles of Accounting I	3	FINA 3312 Banking History and Regulations	3
ACCT 2302 Principles of Accounting II	3	FINA 3314 Wealth Management and Investment Strategies	3
ECON 2301 Principles of Macroeconomics	3	FINA 3315 Financial Data Analysis	3
ECON 2302 Principles of Microeconomics	3	ECON 3320 Money and Banking	3
BUSA 3302 Business Communications	3	FINA 4302 Commercial Banking and Lending	3
BUSA 4321 Business Ethics and Social Responsibility	3	BUSA 3303 Business Computer Applications	3
BUSA 4323 Business Policy and Strategy	3	FINA 4301 US and International Markets	3
FINA 3313 Business Finance	3	FINA/FUND 4999 Entrepreneurship Internship	3
LGLS 3328 Business Law	3	FINA/FUND 4999 Entrepreneurship Internship	3

9 Hour of Upper-Level Electives: Recommended courses include BUSA 4305, MGMT 3314, MGMT 3317 and/or ENTR 3302

Bachelor of Arts Degree in Business Administration: Entrepreneurship

(120 Credit hours)

In addition to the General Education Core Curriculum for Business Administration, students pursing a major in Business Administration: Entrepreneurship will need to complete the following classes:

Business Core Requirements (27 hours)		**Major Requirements (18 hours)**	
ACCT 2301 Principles of Accounting I	3	ENTR 2301 Principles of Entrepreneurship	3
ACCT 2302 Principles of Accounting II	3	ENTR 3302 Raising Capital & Identifying Investors	3
ECON 2301 Principles of Macroeconomics	3	ENTR 4340 Adv Social Entrepreneurship	3
ECON 2302 Principles of Microeconomics	3	ENTR/FUND 4999 Entrepreneurship Internship	3
BUSA 3302 Business Communications	3	ENTR/FUND 4999 Entrepreneurship Internship	3
BUSA 4321 Business Ethics and Social Responsibility	3	MGMT 4302 Small Business Management	3
BUSA 4323 Business Policy and Strategy	3		
FINA 3313 Business Finance	3		
LGLS 3328 Business Law	3		

18 Hours of Upper-Level Electives: Recommended courses include MKTG 3301, MGMT 3310, MGMT 3314 and/or MGMT 3317

Bachelor of Arts Degree in Business Administration: Fundraising & Philanthropy

(120 Credit Hours)

In addition to the General Education Core Curriculum for Business Administration, students pursing a major in Business Administration: Fundraising & Philanthropy will need to complete the following classes:

Business Core Requirements (24 hours)		Major Requirements (27 hours)	
ACCT 2301 Principles of Accounting I	3	ENTR 2301 Principles of Entrepreneurship	3
ACCT 2302 Principles of Accounting II	3	FUNR 2315 Intro to Fund & Philanthropy	3
ECON 2301 Principles of Macroeconomics	3	FUNR 3100 Alumni and Donor Relations	3
ECON 2302 Principles of Microeconomics	3	FUNR 3200 Grant Proposal Writing	3
BUSA 3302 Business Communications	3	FUNR 4320 Advanced Fundraising I	3
BUSA 4321 Business Ethics and Social Responsibility	3	FUNR 4321 Advanced Fundraising II	3
BUSA 4323 Business Policy and Strategy	3	FUNR 4325 Prospect Research	3
LGLS 3328 Business Law	3	FUNR/FUND 4999 Fund & Philanthropy Internship	3
		FUNR/FUND 4999 Fund & Philanthropy Internship	3

12 Hour of Upper Level Electives: Recommended courses include FINA 3313, MKTG 3301, MGMT 3310 and/or MGMT 3317

Bachelor of Arts Degree in Business Administration: Management

(120 Credit Hours)

In addition to the General Education Core Curriculum for Business Administration, students pursing a major in Business Administration: Management will need to complete the following classes:

Business Core Requirements (27 hours)		Major Requirements (18 hours)	
ACCT 2301 Principles of Accounting I	3	MGMT 3310 Product & Operations Management	3
ACCT 2302 Principles of Accounting II	3	MGMT 3314 Principles of Management	3
ECON 2301 Principles of Macroeconomics	3	MGMT 3317 Organizational Behavior	3
ECON 2302 Principles of Microeconomics	3	MGMT 4302 Small Business Management	3
BUSA 3302 Business Communications	3	MGMT/FUND 4999 Internship in Management I	3
BUSA 4321 Business Ethics and Social Responsibility	3	MGMT/FUND 4999 Internship in Management II	3
BUSA 4323 Business Policy and Strategy	3		
FINA 3313 Business Finance	3		
LGLS 3328 Business Law	3		

18 Hour of Upper Level Electives: Recommended courses include MKTG 3301, MGMT 3317

Bachelor of Arts Degree in Business Administration: Sports Management

MAVS MAJORS

(120 Credit hours)

In addition to the General Education Core Curriculum for Business Administration, students pursing a major in Business Administration: Sports Management will need to complete the following classes:

Business Core Requirements (27 hours)

ACCT 2301 Principles of Accounting I 3
ACCT 2302 Principles of Accounting II 3
ECON 2301 Principles of Macroeconomics 3
ECON 2302 Principles of Microeconomics 3
BUSA 3302 Business Communications 3
BUSA 4321 Business Ethics and Social Responsibility 3
BUSA 4323 Business Policy and Strategy 3
FINA 3313 Business Finance 3
LGLS 3328 Business Law 3

Major Requirements (27 hours)

SMGT 2301 Sports Entrepreneurship 3
SMGT 2302 Sports Branding & Marketing 3
SMGT 2303 Sports Hospitality & Sales 3
SMGT 3301 Sports Finance and Budgets 3
SMGT 3302 Sports Operations & Planning 3
SMGT 3303 Sports Technology 3
SMGT 4700 Sports Law 3
SMGT 4800 Sports Data Analytics 3
SMGT 4900 Senior Seminar: MAVS Leadership 3

9 Hour of Upper-Level Electives: Recommended Courses: BUSA 4323, MKTG 3301, MGMT 3310

Bachelor of Science in Data Science
(121 Credit Hours)

The mission of the Data Science major is to develop professionals with the interdisciplinary computer science, statistical, mathematical and problem-solving skills needed to generate insights, identify ethical solutions and effectively communicate innovative solutions for various industries and entrepreneurial opportunities.

A graduate of the B.S.: Data Science will be able to demonstrate the following Learning Outcomes at a highly proficient level:

1. Ethical behavior in accessing data and in data-driven decision making
2. Demonstration of skill acquisition through credentialing and creation of plan for life-long learning
3. Demonstration of proficiency in key computer programming languages and applications:
1. Python, R, SQL
2. Tableau, SAS/SPSS, other proprietary app/software, Matlab
3. Julia, Scala, Spark
4. Rapid Miner, machine learning studio, Data Robot
5. Java
4. Solve complex problems using statistical experiential design
5. Create a Data Science Business Plan and present details to Data Science Stakeholders
6. Utilize effective communication strategies, both verbal and written, to communicate to multiple audiences with various needs
7. Evaluate situations to select the appropriate interdisciplinary skill or tool in math, computer science, statistics, or data analysis, to problem solve
8. Apply data science strategies to effective workplace engagement via internship and co-op placement

General Education Core Curriculum (63 hrs Required)
PHYS 1411 General Physics I (p)
PHYS 1412 General Physics II (p)
COMM 1311 Intro to Public Speaking
ENGL 1301 Composition I (d)*
ENGL 1302 Composition II (p)*
GOVT 2206 Texas Govt
GOVT 2301 American Govt I (Federal)
HIST 2301 US History I
HIST 2302 US History II
HUMA 1315 Art Appreciation
or ECON 2304 Economics of Culture and Work
MATH 2310 Pre-Calculus
SOCI 2301 Intro to Sociology (preferred)
ENTR 2301 Principles of Entrepreneurship
ECON 2302 Principles of Microeconomics
FINA 1101 Personal Finance
FUND 1303 Intro to Quinnite Servant Leadership
MATH 2342 Statistics for Data Science
MATH 2411 Calculus I (p)
RELI 1301 Introduction to Christian Ethics
SPAN 1301 Elementary Spanish I
or SPAN 2301 Spanish for Native Speakers I
SPAN 1302 Elementary Spanish II (p)
or SPAN 2302 Spanish for Native Speakers II (p)

Lower Level Major Requirements (25 hours Required)
COSC 3300 Data Science
MATH 3300 Advanced Statistics I
COSC 3315 Modern Programming
MATH 2411 Calculus II
COSC 2311 Algorithms & Logic for Computer Programming
MATH 2305 Discrete Math
COSC 4998 Data Science Internship I
COSC 4499 Data Science Internship II

Upper-Level Major Requirements (24 hours Required)
COSC 3302 Data Visualization
COSC 3303 Data Storage & Processing
BUSA 4301 Technical Writing / Business Communications
COSC 3305 Exploration of Domain Knowledge in Data Science
COSC 3301 Data Science Research Methods
COSC 4308 Advanced Computer Programming
COSC 4309 Data Modeling, Storage and Processing
COSC 4306 Machine Learning

Data Science Electives (Select 9 hours)
BUSA 4231 Business Ethics & Social Responsibility
COSC 4302 Sociology Data
COSC 4303 Working with Digital Data
COSC 4304 Data Communication Acumen
COSC 4305 Data Analysis

Bachelor of Science Degrees in Health & Wellness

(120-132 Credit Hours)

Mission Statement Health & Wellness

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

Health & Wellness Program Goals

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

Program Learning Outcomes for Health & Wellness

1. Demonstrate effective oral and written health and wellness communication skills and apply strategies for effective communication with other health professionals
2. Develop skills to effectively motivate change in health behavior, utilize health assessment tools and implement/ evaluate health and wellness programs among diverse populations and in various settings
3. Understand the components of health/ wellness and the importance of such as related to healthy lifestyles
4. Promote health and wellness among students, faculty and staff as well as members of the local community through service learning
5. Demonstrate problem solving, critical thinking and ethical decision-making skills pertinent in the health and wellness field
6. Demonstrate the uses of technology within the health and wellness field

General Education Core Curriculum for Health & Wellness Programs

(62 Credit Hours)

BIOL 1324/1124L General Biology I	4	BUSA 1302 Social Entrepreneurship	3
BIOL 1325/1125L General Biology II	4	ECON 2302 Principles of Microeconomics	3
COMM 1311 Intro to Public Speaking	3	FINA 1101 Personal Finance	1
FUND 1301 Career Management: How to Thrive	3	FUND 1303 Intro to Quinnite Servant Leadership	3
or Sophomore Literature or Creative Writing		MATH 1303 Basic Statistics	3
or Cultural Studies Course		RELI 1301 Introduction to Christian Ethics	3
ENGL 1301 Composition I	3	SPAN 1301 Elementary Spanish I	3
ENGL 1302 Composition II	3	or SPAN 2304 Spanish for Heritage Speakers I	
GOVT 2206 Texas Government	2	SPAN 1302 Elementary Spanish II	3
GOVT 2301 American Government I	3	or SPAN 2305 Spanish for Heritage Speakers II	
HIST 2301 US History I	3		
HIST 2302 US History II	3		
HUMA 1315 Art Appreciation	3		
MATH 1301 College Algebra	3		
PSYC 2319 Social Psychology	3		

Bachelor of Science Degrees in Health & Wellness

(120 Credit Hours)

In addition to the General Education Core Curriculum for Health & Wellness Programs, students pursing a major in Health & Wellness will need to complete the following classes:

Major Requirements (47-49 hours)

BIOL 2401/2401L Human Anatomy & Physiology I	4	PHED 3308 First Aid	3
BIOL 2402/2402L Human Anatomy & Physiology II	4	PSYC 3313 Abnormal Psychology	3
HLTH 2329 Intro to Health and Wellness	3	HLTH/PHED Elective	3
HLTH 2330 Personal and Community Health	3	HLTH/PHED Elective	3
HLTH 3321 General Nutrition & Physical Activity	3	HLTH/PHED Elective/CHEM 1411	3-4
HLTH 3322 Fitness and Health	3	HLTH/PHED Elective/CHEM 1412	3-4
HLTH 3340 Human Behavior, Mental Health & Sexuality	3	HLTH 4999 Health and Wellness Internship	3
		HLTH 4999 Health and Wellness Internship	3

12 Hour of Upper Level Electives

Bachelor of Science in Health & Wellness Leading to EC-12 Physical Education Certification

(132 Credit Hours)

In addition to the General Education Core Curriculum for Health & Wellness Programs, students pursing a major in Health & Wellness Leading to EC-12 Physical Education Certification will need to complete the following classes:

Major Requirements (70 hours)

BIOL 2401/2401L Human Anatomy & Physiology I	4	EDUC 3101 Prep for State Exam (PPR-EC-12)	1
BIOL 2402/2402L Human Anatomy & Physiology II	4	EDUC 3102 Prep for State Exam (Content)	1
HLTH 2329 Intro to Health and Wellness	3	EDUC 3301 Human Development and Learning	3
HLTH 2330 Personal and Community Health	3	EDUC 3302 Technology in Teaching	3
HLTH 3322 Fitness and Health	3	EDUC 3305 Introduction to ESOL	3
HLTH 3340 Hum Behavior, Mental Health & Sexuality	3	EDUC 4310 Using Data to Modify Instruction	3
PHED 3302 Sociology of Sports	3	EDUC 4305 Classroom Management	3
PHED 3304 Physiology of Exercise	3	PHED 4601 Student Teaching in Physical Education	6
PHED 3308 First Aid	3	SPED 3301 Exceptional Learners or Diversity Course	3
PHED 3340 Athletic Training	3	HLTH 3320 Health and Wellness for Children	3
PHED 4301 Org & Admin of PE & Athletic Programs	3	READ 3303 Reading in the Content Area	3
PHED 4304 Coaching Interscholastic Sports	3	EDUC 3101 Prep for State Exam (PPR-EC-12)	1

Bachelor of Arts Degree in Legal Studies & criminology

(120 Credit Hours)

Mission Statement for Legal Studies & Criminology

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

Program Goals

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

Program Learning Outcomes for Legal Studies & Criminology

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

General Education Core Curriculum for Legal Studies & Criminology

(60 Credit Hours)

BIOL 1324 General Biology I or lab science	3	BUSA 1302 Social Entrepreneurship	3
BIOL 1325 General Biology II or lab science	3	ECON 2302 Principles of Microeconomics	3
COMM 1311 Intro to Public Speaking	3	FINA 1101 Personal Finance	1
FUND 1301 Career Management: How to Thrive	3	FUND 1303 Intro to Quinnite Servant Leadership	3
or Sophomore Literature or Creative Writing		MATH 1303 Basic Statistics	3
or Cultural Studies Course		RELI 1301 Introduction to Christian Ethics	3
ENGL 1301 Composition I	3	SPAN 1301 Elementary Spanish I	3
ENGL 1302 Composition II	3	or SPAN 2304 Spanish for Heritage Speakers I	
GOVT 2206 Texas Government	2	SPAN 1302 Elementary Spanish II	3
GOVT 2301 American Government I	3	or SPAN 2305 Spanish for Heritage Speakers II	
HIST 2301 US History I	3		
HIST 2302 US History II	3		
HUMA 1315 Art Appreciation	3		
MATH 1301 College Algebra	3		
PSYC 2319 Social Psychology	3		

In addition to the General Education Core Curriculum for Legal Studies & Criminology, students pursing a major in Legal Studies & Criminology will need to complete the following classes:

Major Requirements (42 hours)

LGLS 2301 Introduction to Legal Studies	3	LGLS 4316 Mock Trial	3
LGLS 2302 Law and Politics	3	LGLS 4333 Moot Court	3
or LGLS 3337 Special Topics: Arguing the Law		LGLS 4999 Legal Studies Internship	3
LGLS 3302 Criminal Evidence	3	LGLS 4999 Legal Studies Internship	3
LGLS 3325 Criminal Procedure	3	LGLS elective	3
LGLS 3327 Logic Reasoning, Legal Thought & Philosophy	3	LGLS elective	3
LGLS 3328 Business Law	3	LGLS elective	3
LGLS 4303 Legal Research and Writing	3		

18 Hour of Upper Level Electives

Bachelor of Arts Degree in Liberal Arts: Early Childhood - Grade Six

(135 Credit Hours)

Mission Statement for Education

Paul Quinn College will increase the number of certified teachers prepared to teach diverse learners in urban environments.

Education Program Goals

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

Program Learning Outcomes for Early Childhood through Sixth Grade (EC-6)

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

Evaluated by: TExES Certification pre-test and assessments

General Education Core Curriculum for EC-6 Leading to Teacher Certification

(68 Credit Hours)

BIOL 1324/1124L General Biology I	4	BUSA 1302 Social Entrepreneurship	3
BIOL 1325/1125L General Biology II	4	ECON 2302 Principles of Microeconomics	3
COMM 1311 Intro to Public Speaking	3	FINA 1101 Personal Finance	1
FUND 1301 Career Management: How to Thrive**	3	FUND 1303 Intro to Quinnite Servant Leadership	3
ENGL 1301 Composition I	3	MATH 1350 Math for Elementary Teachers I	3
ENGL 1302 Composition II	3	MATH 1351 Math for Elementary Teachers II	3
ENGL/EDUC 4393 Children's Literature	3	RELI 1301 Introduction to Christian Ethics	3
GOVT 2206 Texas Govt	2	SPAN 1301 Elementary Spanish I	3
GOVT 2301 American Govt I (Federal)	3	or SPAN 2304 Spanish for Heritage Speakers I	
HIST 2301 US History I	3	SPAN 1302 Elementary Spanish II	3
HIST 2302 US History II	3	or SPAN 2305 Spanish for Heritage Speakers II	
HUMA 3323 Art and Music for Children	3	BUSA 1302 Social Entrepreneurship	3
MATH 1302 College Algebra	3	ECON 2302 Principles of Microeconomics	3
or MATH 1303 Basic Statistics			
PSYC 2319 Social Psychology	3		

**FUND 1301 is required for Work Program students.

In addition to the General Education Core Curriculum for EC-6 Leading to Teacher Certification, students pursing a major in Liberal Arts: EC-6 Leading to Teacher Certification will need to complete the following classes:

Major Requirements (67 hours)

CHEM 1411 General Chemistry I	4
EDUC 2301 Introduction to Education	3
EDUC 2311 Educating Young Children	3
GEOG 1303 World Geography	3
PHYS 1415 Physical Science	4
EDUC 3101 Prep for State Exam (PPR-EC-12)	1
EDUC 3102 Prep for State Exam (Content)	1
EDUC 3301 Human Development and Learning	3
EDUC 3302 Technology in Teaching	3
EDUC 3305 Introduction to ESOL	3
EDUC 3300 Instructional Strategies I: ELASS	3
EDUC 3308 Young Children, Family, Schools and Communities	3
EDUC 4305 Classroom Management	3
EDUC 4310 Using Data to Modify Instruction	3
EDUC 3310 Instructional Strategies II: FAPEHM	3
EDUC 4300 Instructional Strategies III: STM	3
HLTH 3320 Health and Wellness for Children	3
READ 3301 Emergent Literacy	3
READ 3304 Reading in the Elementary School	3
READ 4301 Diagnostic Teaching of Reading	3
SPED 3301 Exceptional Learners	3
or Diversity Course	
EDUC 4601 Student Teaching, Elementary	6

Alternative Certification

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

Mission Statement for Alternative Certification

Paul Quinn College will increase the number of certified teachers prepared to teach diverse learners in urban environments.

Program Outcomes for Alternative Certification

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

The following are the typical courses needed for an Alternative Certification Program candidate to complete in order to be prepared to take the TExES Teacher Certification exam. The specific required courses will be determined by the review of the undergraduate degree transcript.

Certification Requirements (82 hours)			
BIOL 1325/1125 General Biology II	4	EDUC 4312 Classroom Management	3
BIOL 2401/2401L Human Anatomy I	4	EDUC 4393 Children's Literature	3
BIOL 2402/2402L Human Anatomy II	4	EDUC 4601 Student Teaching, Elementary	6
EDUC 3101 Preparation for State Exam, PPR	1	GEOG 1303 World Geography	3
EDUC 3102 Preparation for Texas Exam, Content	1	GOVT 2206 Texas Government	2
EDUC 3300 Instructional Strategies I	3	GOVT 2301 American Government I	3
EDUC 3301 Human Development and Learning	3	HLTH 3320 Health and Wellness for Children and Families	3
EDUC 3302 Technology in Teaching	3	MATH 1350 Math for Elementary Teachers I	3
EDUC 3305 Introduction to English as a Second Language	3	MATH 1351 Math for Elementary Teachers II	3
EDUC 3306 Early Childhood Education	3	READ 3301 Emergent Literacy	3
EDUC 3308 Young Children, Families, Schools and Communities	3	READ 3304 Reading in the Elementary School	3
EDUC 3310 Instructional Strategies II	3	SPED 3301 Exceptional Learner or a Diversity Course	3
EDUC 4300 Instructional Strategies III	3	SPAN 1302 Elementary Spanish II	3
EDUC 4304 Assessment in Learning	3		

Students may seek a review of previous coursework to determine a proper sequence of courses based on their academic needs and any necessary prerequisites.

Bachelor of Arts Degrees in Liberal Arts

Mission Statement and Program Goals for Liberal Arts

The Paul Quinn College faculty and Office of Academic Affairs are currently reviewing and revising the mission statement and program goals for the Bachelor of Arts in Liberal Arts. Revisions will be completed by January 2018, at which time the Catalog will be updated.

Program Learning Outcomes for Liberal Arts

1. Demonstrate integration of interdisciplinary content and skills from a variety of perspectives, disciplines, historical and cultural contexts
2. Develop a system of inquiry for research, analysis and continuous lifelong learning
3. Evaluate and synthesize data and different types of information to make decisions and solve problems
4. Effectively interact and lead diverse groups with common or disparate objectives
5. Effectively communicate in multiples modes, in multiple disciplines

General Education Core Curriculum for Liberal Arts

except Liberal Arts: EC-6 and Mathematics
(60 Credit Hours)

BIOL 1324 General Biology I or lab science	3
BIOL 1325 General Biology II or lab science	3
COMM 1311 Intro to Public Speaking	3
FUND 1301 Career Management: How to Thrive	3
or Sophomore Literature or Creative Writing	
or Cultural Studies Course	
ENGL 1301 Composition I	3
ENGL 1302 Composition II	3
GOVT 2206 Texas Government	2
GOVT 2301 American Government I	3
HIST 2301 US History I	3
HIST 2302 US History II	3
HUMA 1315 Art Appreciation	3
MATH 1301 College Algebra	3
PSYC 2319 Social Psychology	3
BUSA 1302 Social Entrepreneurship	3
ECON 2302 Principles of Microeconomics	3
FINA 1101 Personal Finance	1
FUND 1303 Intro to Quinnite Servant Leadership	3
MATH 1303 Basic Statistics	3
RELI 1301 Introduction to Christian Ethics	3
SPAN 1301 Elementary Spanish I	3
or SPAN 2304 Spanish for Heritage Speakers I	
SPAN 1302 Elementary Spanish II	3
or SPAN 2305 Spanish for Heritage Speakers II	

Bachelor of Arts in Liberal Arts: Communication

(120 Credit Hours)

In addition to the General Education Core Curriculum for Liberal Arts, students pursing a major in Liberal Arts: Communication will need to complete the following classes:

Major Requirements (45 hours)

COMM 2318 Interpersonal Communication	3	Business Elective	3
COMM 2325 Language, Communication and Culture	3	COMM Elective	3
BUSA 3302 Business Communications	3	COMM Elective	3
COMM 3311 Website Development & Social Media	3	COMM or ENGL Elective	3
COMM 3325 Theories of Persuasion	3	HUMA or RELI Elective	3
COMM 3373 Writing and Editing in New Media	3	MATH or Science Elective	3
COMM/FUND 4999 Communication Internship	3	Social Science Elective	3
COMM/FUND 4999 Communication Internship	3		

15 Hour of Upper Level Electives

Bachelor of Arts in Liberal Arts: General

(120 Credit Hours)

In addition to the General Education Core Curriculum for Liberal Arts, students pursing a major in Liberal Arts: General will need to complete the following classes:

Major Requirements (42 hours)

Advanced 3000/4000 Elective	3	Business Elective	3
Advanced 3000/4000 Elective	3	COMM or ENGL Elective	3
Advanced 3000/4000 Elective	3	HUMA or RELI Elective	3
Advanced 3000/4000 Elective	3	MATH or Science Elective	3
Advanced 3000/4000 Elective	3	Social Science Elective	3
Advanced 3000/4000 Elective	3	FUND 4999 Internship	3
Advanced 3000/4000 Elective	3	FUND 4999 Internship	3

18 Hour of Upper Level Electives

bachelor of Arts in Liberal Arts: General, Leading to EC-6 Teacher Certification

(122 Credit Hours)

In addition to the General Education Core Curriculum for Liberal Arts, students pursing a major in Liberal Arts: General, Leading to 4-8 ELA Teacher Certification will need to complete the following classes:

Major Requirements (27 hours)		**Education Core Curriculum (35 hours)**	
COMM 2325 Language, Communication & Culture	3	EDUC 2301 Introduction to Education	3
EDUC 4393 Children's Literature	3	EDUC 3301 Human Development & Learning	3
ENGL 3100 Academic Writing	3	EDUC 3101 Prep for State Exam (PPR-EC-12) (p)	1
ENGL 3130 American Literature	3	EDUC 3102 Prep for State Exam (Content) (p)	1
ENGL 3320 World Literature	3	EDUC 3302 Technology in Teaching	3
ENGL 3303 Advanced Grammar	3	EDUC 3305 Intro to ESOL	3
ENGL 3730 British Literature	3	EDUC 4305 Education Strategies & Classroom Mgmt	**3**
ENGL 4230 Black American Literature	3	EDUC 4310 Using Data to Modify Instruction	3
ENGL 4330 Shakespeare or Theatre Course	3	EDUC 4602 Student Teaching in Secondary School	6
		SPED 3301 Exceptional Learners	3
		EDUC 3303 Instructional Strategies I:ELAR/SS	3
		READ 3303 Reading in the Content Areas	3

Bachelor of Arts in Liberal Arts: General, Leading to ELA 7-12 Teacher Certification

(123 Credit Hours)

In addition to the General Education Core Curriculum for Liberal Arts, students pursing a major in Liberal Arts: Communication will need to complete the following classes:

COMM 2325 Language, Communication & Culture	3	EDUC 2301 Introduction to Education	3
EDUC 4393 Children's Literature	3	EDUC 3301 Human Development & Learning	3
ENGL 3100 Academic Writing	3	EDUC 3101 Prep for State Exam (PPR-EC-12) (p)	1
ENGL 3130 American Literature	3	EDUC 3102 Prep for State Exam (Content) (p)	1
ENGL 3320 World Literature	3	EDUC 3302 Technology in Teaching	3
ENGL 3303 Advanced Grammar	3	EDUC 3305 Intro to ESOL	3
ENGL 3730 British Literature	3	EDUC 4305 Education Strategies & Classroom Mgmt	**3**
ENGL 4230 Black American Literature	3	EDUC 4310 Using Data to Modify Instruction	3
ENGL 4330 Shakespeare	3	EDUC 4602 Student Teaching in Secondary School	6
		SPED 3301 Exceptional Learners	3
		EDUC 3303 Instructional Strategies I:ELAR/SS	3
		READ 3303 Reading in the Content Areas	3

Bachelor of Arts in Liberal Arts: History

(120 Credit Hours)

In addition to the General Education Core Curriculum for Liberal Arts, students pursing a major in Liberal Arts: History will need to complete the following classes:

Major Requirements (42 hours)

GEOG 1303 World Geography	3	Business Elective	3
HIST 3301 Historiography	3	COMM or ENGL Elective	3
HIST 3345 Research and Writing in History	3	HIST Elective	3
HIST 4301 Texas History	3	HIST Elective	3
HIST 4315 World Civilization I	3	HUMA or RELI Elective	3
or HIST 4316 World Civilization II		MATH or Science Elective	3
HIST/FUND 4999 History Internship	3	Social Science Elective	3
HIST/FUND 4999 History Internship	3		

18 Hour of Upper Level Electives

Bachelor of Arts in Liberal Arts: History, Leading to 4-8 Social Studies Teacher Certification

(125 Credit Hours)

In addition to the General Education Core Curriculum for Liberal Arts, students pursing a major in Liberal Arts: History, Leading to 4-8 Social Studies Teacher Certification will need to complete the following classes:

Major Requirements (66 hours)			
GEOG 1303 World Geography	3	EDUC 4305 Classroom Management	3
HIST 3301 Historiography	3	SPED 3301 Exceptional Learners or Diversity Course	3
HIST 3345 Research and Writing in History	3	EDUC 4602 Student Teaching in the Secondary School	6
HIST 4301 Texas History	3		
HIST 4315 World Civilization I	3	EDUC 3000 Instructional Strategies I: ELASS	3
or HIST 4316 World Civilization II	3	READ 3303 Reading in the Content Area	3
EDUC 3010 Prep for State Exam (PPR-EC-12)	1	Business Elective	3
EDUC 3102 Prep for State Exam Content		COMM or ENGL Elective	3
EDUC 3301 Human Development and Learning	1	HIST Elective	3
EDUC 3302 Technology in Teaching	3	HIST Elective	3
EDUC 3305 Introduction to ESOL	3	MATH or Science Elective	3
EDUC 4310 Using Data to Modify Instruction	3	EDUC 1301 Introduction to Education	3
		GEOG 1303 World Geography	3

Bachelor of Arts in Liberal Arts: History, Leading to 7-12 History Teacher Certification

(125 Credit Hours)

In addition to the General Education Core Curriculum for Liberal Arts, students pursing a major in Liberal Arts: History, Leading to 7-12 History Teacher Certification will need to complete the following classes:

Major Requirements (45 hours)	
GEOG 1303 World Geography	3
HIST 4301 Texas History	3
HIST 4315 World Civilization I	3
HIST 4316 World Civilization II	3
Liberal Arts Major Electives (18 hours)	
Business Elective	3
COMM or ENGL Elective	3
HIST Elective	3
HIST Elective	3
MATH or Science Elective	3
EDUC 1301 Introduction to Education	3
GEOG 1303 World Geography	3

Education Core Curriculum (26 hours)	
EDUC 3010 Prep for State Exam (PPR-EC-12)	1
EDUC 3102 Prep for State Exam Content	1
EDUC 3301 Human Development and Learning	3
EDUC 3302 Technology in Teaching	3
EDUC 3305 Introduction to ESOL	3
EDUC 4310 Using Data to Modify Instruction	3
EDUC 4305 Classroom Management	3
SPED 3301 Exceptional Learners or Diversity Course	3
EDUC 4602 Student Teaching in the Secondary School	6
Social Science Content (6 hours)	
EDUC 3000 Instructional Strategies I: ELASS	3
READ 3303 Reading in the Content Area	3

Bachelor of Science Degree in Liberal Arts

General Education Core Curriculum for Liberal Arts: Mathematics

(63 Credit Hours)

PHYS 1411 General Physics I	4	BUSA 1302 Social Entrepreneurship	3
PHYS 1412 General Physics II	4	ECON 2302 Principles of Microeconomics	3
COMM 1311 Intro to Public Speaking	3	FINA 1101 Personal Finance	1
ENGL 1301 Composition I	3	FUND 1303 Intro to Quinnite Servant Leadership	3
ENGL 1302 Composition II	3	MATH 2342 Basic Statistics for Math Majors	3
GOVT 2206 Texas Govt	2	MATH 2411 Calculus I	4
GOVT 2301 American Government I	3	RELI 1301 Introduction to Christian Ethics	3
HIST 2301 US History I	3	SPAN 1301 Elementary Spanish I	3
HIST 2302 US History II	3	or SPAN 2304 Spanish for Heritage Speakers I	
HUMA 1315 Art Appreciation	3	SPAN 1302 Elementary Spanish II	3
or FUND 1301 Career Management: How to Thrive		or SPAN 2305 Spanish for Heritage Speakers II	
MATH 2310 Pre-Calculus	3		
PSYC 2319 Social Psychology	3		

**FUND 1301 is required for Work Program students

Bachelor of Science in Liberal Arts: Mathematics

(125 Credit Hours)

In addition to the General Education Core Curriculum for Liberal Arts: Mathematics, students pursing a major in Liberal Arts: Mathematics will need to complete the following classes:

Major Requirements (62 hours)

CHEM 1411 General Chemistry I	4	Business Elective	3
CHEM 1412 General Chemistry II (p)	4	COMM or ENGL Elective	3
COSC 1421 Introduction to Computer Science I	4	HUMA or RELI Elective	3
COSC 2311 Algorithms & Logic for Comp Programming	3	MATH or Science Elective	3
MATH 2411 Calculus II	4	Social Science Elective	3
MATH 2412 Calculus III	4	MATH 3322 Differential Equations	3
MATH 2305 Discrete Mathematics	3	MATH 3373 Modern Algebra	3
or MATH 3304 Analytic Geometry		MATH 4301 Numerical Analysis	3
MATH 2322 Linear Algebra	3	MATH 4322 Advanced Statistics	3
		MATH/FUND 4999 Mathematics Internship	3
		MATH/FUND 4999 Mathematics Internship	3

Bachelor of Science Degree in Liberal Arts: Mathematics, Leading TO 4-8 Teacher Certification

(128 Credit Hours)

In addition to the General Education Core Curriculum for Liberal Arts, students pursing a major in Liberal Arts: Mathematics, Leading to 4-8 Teacher Certification will need to complete the following classes:

Mathematics Content Coursework (12 hours)	
MATH 1350 Math for Elementary Teachers I (4-8)	3
MATH 1351 Math for Elementary Teachers II (4-8)	3
EDUC 4300 Instructional Strategies III: STM	3
READ 3303 Reading in the Content Area	3
Lower level Major Requirements (15 hours)	
MATH 1316 Trigonometry	3
MATH 2305 Discrete Mathematics (p)	3
MATH 2322 Linear Algebra (p)	3
MATH 3301 History of Numbers	3
MATH 3304 Analytic Geometry (p)	3

Upper level Major Requirements (12 hours)	
MATH 3322 Differential Equations (p)	3
MATH 3373 Modern Algebra (p)	3
MATH 4301 Numerical Analysis (p)	3
MATH 4322 Applied Statistics	3
Education Core Curriculum (26 hours)	
EDUC 3101 Prep for State Exam (PPR-EC-12) (p)	1
EDUC 3102 Prep for State Exam (Content) (p)	1
EDUC 3301 Human Development and Learning (p)	3
EDUC 3302 Technology in Teaching (p)	3
EDUC 3305 Introduction to ESOL (p)	3
EDUC 4310 Using Data to Modify Instruction	3
EDUC 4305 Classroom Management	3
EDUC 4602 Student Teaching in the Secondary School	6
SPED 3301 Exceptional Learners or Diversity Course	3

Bachelor of Science Degree in Liberal Arts: Mathematics, Leading to 7-12 Teacher Certification

(131 Credit Hours)

In addition to the General Education Core Curriculum for Liberal Arts: Mathematics, students pursing a major in Liberal Arts: Mathematics will need to complete the following classes:

Mathematics Content Coursework (12 hours)	
MATH 1350 Math for Elementary Teachers I (4-8)	3
or MATH 2412 Calculus III (7-12)	
MATH 1351 Math for Elementary Teachers II (4-8)	3
or MATH 4322 Advanced Statistics (7-12)	
EDUC 4300 Instructional Strategies III: STM	3
READ 3303 Reading in the Content Area	3
Lower Level Major Requirements (18 hours)	
CHEM 1411 General Chemistry I	4
4CHEM 1412 General Chemistry II (p)	4
MATH 2411 Calculus II (p)	4
MATH 2412 Calculus III	4
MATH 2305 Discrete Mathematics (p)	3
or MATH 3304 Analytic Geometry (p)	
MATH 2322 Linear Algebra (p)	3

Upper Level Major Requirements (18 hours)	
MATH 3322 Differential Equations	3
MATH 3373 Modern Algebra	3
MATH 4301 Numerical Analysis	3
MATH 4322 Advanced Statistics	3
Education Core Curriculum (26 hours)	1
EDUC 3010 Prep for State Exam (PPR-EC-12)	1
EDUC 3102 Prep for State Exam Content	3
EDUC 3301 Human Development and Learning	3
EDUC 3302 Technology in Teaching	3
EDUC 3305 Introduction to ESOL	3
EDUC 4310 Using Data to Modify Instruction	3
EDUC 4305 Classroom Management	3
SPED 3301 Exceptional Learners or Diversity Course	3
EDUC 4602 Student Teaching in the Secondary School	6

Bachelor of Arts in Liberal Arts: Political Science

(120 Credit Hours)

In addition to the General Education Core Curriculum for Liberal Arts, students pursing a major in Liberal Arts: Political Science will need to complete the following classes:

Major Requirements (45 hours)

LGLS 2302 Law and Politics	3	Business Elective	3
LGLS 2404 Constitutional Law	3	COMM or ENGL Elective	3
POLS 2304 Intro to Politics in America	3	HUMA or RELI Elective	3
BUSA 3302 Business Communications	3	MATH or Science Elective	3
LGLS 3334 Negotiations	3	POLS Elective	3
POLS 3310 American Political Parties	3	POLS Elective	3
POLS 3312 Comparative Politics	3	Social Science Elective	3
POLS/FUND 4999 Political Science Internship	3		
POLS/FUND 4999 Political Science Internship	3		

12 Hour of Upper Level Electives

Bachelor of Arts in Liberal Arts: Psychology

(120 Credit Hours)

In addition to the General Education Core Curriculum for Liberal Arts, students pursing a major in Liberal Arts: Psychology will need to complete the following classes:

Major Requirements (45 hours)

EDUC 3301 Human Development and Learning	3	MGMT 3317 Organizational Behavior or Business Elective	3
PSYC 3313 Abnormal Psychology	3	COMM or ENGL Elective	3
PSYC 3360 History and Theoretical Foundations	3	HUMA or RELI Elective	3
PSYC 3361 Cognitive Psychology	3	MATH or Science Elective	3
PSYC 4320 Race, Ethnicity and Gender	3	Social Science Elective	3
PSYC 4330 Drugs and Behavior	3		
PSYC 4344 Psychology of Learning and Motivation	3		
PSYC/FUND 4999 Psychology Internship	3		
PSYC/FUND 4999 Psychology Internship	3		

18 Hour of Upper Level Electives

Bachelor of Arts Degree in Religious Studies

(120 Credit Hours)

Mission Statement for Religious Studies

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

Religious Studies Program Goal

- To prepare leaders, critical thinkers, entrepreneurs and biblical apologists to serve in church ministries, para-church ministries, faith-based community organizations and church administration.

Program Learning Outcomes for Religious Studies

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

General Education Core Curriculum for Religious Studies

(60 Credit Hours)

BIOL 1324 General Biology I or lab science	3	BUSA 1302 Social Entrepreneurship	3
BIOL 1325 General Biology II or lab science	3	ECON 2302 Principles of Microeconomics	3
COMM 1311 Intro to Public Speaking	3	FINA 1101 Personal Finance	1
FUND 1301 Career Management: How to Thrive	3	FUND 1303 Intro to Quinnite Servant Leadership	3
or Sophomore Literature or Creative Writing		MATH 1303 Basic Statistics	3
or Cultural Studies Course		RELI 1301 Introduction to Christian Ethics	3
ENGL 1301 Composition I	3	SPAN 1301 Elementary Spanish I	3
ENGL 1302 Composition II	3	or SPAN 2304 Spanish for Heritage Speakers I	
GOVT 2206 Texas Government	2	SPAN 1302 Elementary Spanish II	3
GOVT 2301 American Government I	3	or SPAN 2305 Spanish for Heritage Speakers II	
HIST 2301 US History I	3		
HIST 2302 US History II	3		
HUMA 1315 Art Appreciation	3		
MATH 1301 College Algebra	3		
PSYC 2319 Social Psychology	3		

In addition to the General Education Core Curriculum for Religious Studies, students pursing a major in Religious Studies will need to complete the following classes:

Major Requirements (45 hours)

ACCT 2301 Principles of Accounting I	3	Business Elective	3
or ECON 2301 Principles of Macroeconomics	3	Business Elective	3
ENTR 2301 Principles of Entrepreneurship	3	RELI 3302 Homiletics	3
or FUNR 2315 Intro to Fundraising and Philanthropy		RELI 3332 AME Church History	3
GEOG 1303 World Geography	3	RELI 3334 Church Administration	3
RELI 2313 Survey of the Old Testament	3	RELI 4321 Pastoral Counseling	3
RELI 2323 Survey of the New Testament	3	RELI 4332 Hebrew and Greek in the Bible	3
		RELI 4999 Religious Studies Internship	3
		RELI 4999 Religious Studies Internship	3

15 Hour of Upper Level Electives

The T.D. Jakes Masters of Business Administration

Offered in partnership with the Jakes Divinity School

(36 Credit Hours)

Mission Statement for MBA Program

The mission of the T.D. Jakes Executive MBA Program at Paul Quinn is to form the next generation of entrepreneurial Christian leaders to be agents of change in the global marketplace.

Program Goals

- To recruit and enroll MBA students who fit the student profile

Program Learning Outcomes

1. Communicate values and ethics from an entrepreneurial perspective
2. Launch or expand a big idea into business
3. Utilize business technology to scale up business practices

Pre-Requisite Courses

Must be taken prior to beginning MBA courses through PQ or an accredited institution for transfer back to PQC. These are undergraduate courses which are typically included in a business curriculum. A prospective student who has similar courses on their transcript may request an equivalency review prior to enrolling in additional courses. A grade of C or higher is required in all pre-requisite courses.

Principles of Accounting I 3

Principles of Accounting II 3

Introduction to Management / Principles of Management 3

Business Writing / Technical Communications 3

Micro / Macro Economics 3

Ethics / Social Responsibility / Stewardship 3

Entrepreneurship / Small Business Management 3

An applicant to the MBA program who has already completed Accounting I or who is willing to enroll in Accounting I as a co-requisite, will receive a special waiver allowing the student to begin the EMBA course work. All remaining MBA pre-requisites will be required for completion prior to clearance for graduation.

Required Coursework

BUSA 5311	The Two Gifts: Entrepreneurial Leadership & A Spiritual Calling (Elective)
BUSA 5312	Visioning, Planning & Budgeting
BUSA 5321	Communicating Ethics and Values
BUSA 5322	Money: Raising Capital & Finance
BUSA 5323	Teams: Developing, Managing and Leading
BUSA 5331	The Global Marketplace: International Business
BUSA 5341	2020 Case Study: Crisis and Change Management in a Global Pandemic, Hurricane, Political Upheaval, etc.
BUSA 5342	Data: Research & Analysis
BUSA 5351	Accounting, Auditing & Evaluation
BUSA 5353	Next: Growth, Succession & Failure
BUSA 5361	Business Law, Contracts and Negotiating (Elective)
BUSA 5362	Technology as Business Strategy (Elective)
BUSA 5363	Dream Big Using Entrepreneurial Thought & Action

Study Abroad

The MBA curriculum requires a study abroad experience for two, no more than three weeks. Students will have at least nine- (9) months to prepare for the financial and time commitments associated with the trip. Financial Aid will be available for eligible students. Students will enroll in the following course to earn six (6) credits: BUSA 5331 The Global Marketplace: International Business. There is no substitute for the study abroad experience. Students will be asked to confirm their passport status and ability to travel internationally during the admissions process.

Undergraduate Course Descriptions

Accounting

ACCT 2301 Principles of Accounting I (3 semester hours)

This is an introduction to the study of the principles of accounting as applied to business entities as well as fundamental procedures in analyzing and recording business transactions. Journal, ledgers and preparation of income statements are emphasized. Prerequisites: MATH 1301.

ACCT 2302 Principles of Accounting II (3 semester hours)

This involves a study of accounting procedures and practices in partnerships and corporations, cost data and budgetary control in business decisions and financial reports. Prerequisite: ACCT 2301.

ACCT 3310 Managerial Accounting (3 semester hours)

This involves a study of the measurement and analysis of accounting data appropriate to managerial decision making, including comprehensive budgeting, statistical cost estimation, cost-volume-profit analysis, gross profit analysis and capital planning. Prerequisites: ACCT 2301 and ACCT 2302.

ACCT 3311 Intermediate Accounting I (3 semester hours)

This involves a study of application of generally accepted accounting principles in accounting and reporting for business entities. Students are introduced to the conceptual framework underlying financial accounting and reporting. Accounting and reporting for cash, short-term investments, receivables, liabilities, inventories and plant assets are covered. Prerequisites: ACCT 2301 and ACCT 2302.

ACCT 3312 Intermediate Accounting II (3 semester hours)

This is an in-depth study of accounting for long-term investments, earning per share, revenue recognition, contributed capital, pensions and leases. Also included are segment reporting, inter-period tax allocation and interim reporting. Prerequisite: ACCT 3311.

ACCT 3315 Federal Income Tax Accounting – Individual (3 semester hours)

This is an overview of income tax laws and regulations, income legislation, treasury and court decision, income tax problems and returns and social security and self-employed taxes. Prerequisites: ACCT 2301 and ACCT 2302.

ACCT 4310 Governmental and Non-Profit Accounting (3 semester hours)

A study of the role financial reporting plays in fulfilling government's duty to be publicly accountable in a democratic society and a study of the accounting concepts that are applicable to governmental activities of a non-business nature, hospitals, universities and other non-profit entities. Prerequisites: ACCT 2301 and ACCT 2302.

ACCT 4320 Cost Accounting (3 semester hours)

This course emphasizes the study of accounting procedures for material, labor and manufacturing expenses for both job order and process cost systems. Special attention is given to the distribution of service area cost and the cost of by-products and joint products. Prerequisites: ACCT 2301 and ACCT 2302.

ACCT 4328 Auditing (3 semester hours)

This involves a study of auditing procedures used by internal auditors, independent public accountants and preparation of working papers. Prerequisite: ACCT 3312.

Biology

BIOL 1324 General Biology I (3 semester hours)

An introductory course that emphasizes the molecular and metabolic aspects of biology. The course will also cover the molecular basis of disease and how the disease process affects man. Three hours of lecture and three hours of laboratory per week. Required General Education Core course.

BIOL 1124 General Biology I Lab (1 semester hour)

Lab to accompany BIOL 1324 General Biology I. Required for some majors.

BIOL 1325 General Biology II (3 semester hours)

An introductory biology course that emphasizes animal and plant kingdoms and their relationships to their environment. Three hours of lecture and three hours of laboratory per week. Prerequisites: BIOL 1324. Required General Education Core course.

BIOL 1125 General Biology II Lab (1 semester hour)

Lab to accompany BIOL 1324 General Biology II. Required for some majors.

BIOL 2401 Human Anatomy and Physiology I (3 semester hours)
BIOL 2401L Human Anatomy and Physiology I Lab (1 semester hours)

The anatomy and physiology of cells, tissues and organs, the architectural plan of the human body and the integument, skeletal, muscular and nervous systems. Prerequisite: BIOL 1325.

BIOL 2402 Human Anatomy and Physiology II (3 semester hours)
BIOL 2402L Human Anatomy and Physiology II Lab (1 semester hours)

A study of the circulatory, digestive, respiratory, excretory, reproductive and endocrine systems of the human body. Prerequisite: BIOL 2401.

BIOL 3411 Genetics (3 semester hours)
BIOL 3411 Genetics Lab (1 semester hours)

Principles of genetics and their application to living organisms. Prerequisite: BIOL 1325 and 1125.

BIOL 3420 General Botany (3 semester hours)
BIOL 3420L General Botany Lab (1 semester hours)

Introduction to the study of plants with emphasis on structure, functions, distribution, economic importance and phylogenetic relations. Prerequisite: BIOL 1325 and 1125.

BIOL 4411 General Microbiology (3 semester hours)
BIOL 4411L General Microbiology Lab (1 semester hours)

Topics cover microbial structure and function, growth and reproduction, sterility and disinfectants, preservation and taxonomy. Laboratory topics will include isolation and study of pure cultures and enumeration and control of bacterial populations. Laboratory fee. Prerequisites: BIOL 1325 and 1125.

BIOL 4421 Cell Biology (3 semester hours)
BIOL 4421L Cell Biology Lab (1 semester hours)

A study of the structure, organization, physiochemical activities and extra cellular environment of the cell. Laboratory Fee. Prerequisites: BIOL 1325 and 1125.

Business Administration

BUSA 1302 Introduction to Social Entrepreneurship I (3 semester hours)

This course will explore the challenges and rewards of engaging innovative entrepreneurial practices and endeavors to address social needs both globally and in the US, through private and public nonprofit, for profit, government, non-government and/ or public institutions. A special emphasis on urban needs will be introduced. Required General Education Core course.

BUSA 3302 Business Communications (3 semester hours)

Analysis of all types of business letters. Writing of forceful and effective business letters, adhering to the best forms of English usage and practice and the application of practical psychology in the construction of the letter. Prerequisites: ENGL 1301 and ENGL 1302. Students should have basic typing skills and familiar with keyboard and the Internet.

BUSA 4305 Topical Seminar: Negotiations (3 semester hours)

Advanced topics in management/leadership and topics not adequately covered in the published curriculum. Cross-listed with LGLS 3334.

BUSA 4321 Business Ethics and Social Responsibility (3 semester hours)

Helps students comprehend ethical issues, theories and issues related to businesses at local, national and international levels.

BUSA 4323 Business Policy and Strategy (3 semester hours)

Study and analyze comprehensive business cases with an emphasis on decision-making processes using skills and techniques from previous courses.

Chemistry

CHEM 1411 General Chemistry I (4 semester hours)
CHEM 1411L General Chemistry I Lab (0 semester hours)

Study of atomic and molecular structure, periodicity, stoichiometry, chemical reactions, thermochemistry, bonding, states of matter, gas laws and solutions. Prerequisite/corequisite: MATH 1301.

CHEM 1412 General Chemistry II (4 semester hours)
CHEM 1412L General Chemistry II Lab (0 semester hours)

A continuation of Chemistry I. Study of chemical kinetics, equilibrium, acid-base chemistry, chemical thermodynamics, electrochemistry, radiochemistry and descriptive inorganic chemistry. Prerequisites: CHEM 1411 or equivalent.

CHEM 2411 Organic Chemistry I (4 semester hours)
CHEM 2411L Organic Chemistry I Lab (0 semester hours)

Theory of the covalent bond; classes, nomenclature, structure and properties of carbon compounds, reaction mechanisms, syntheses, stereochemistry and spectroscopy. Prerequisite: CHEM 1412.

CHEM 2412 Organic Chemistry II (4 semester hours)
CHEM 2412L Organic Chemistry II Lab (0 semester hours)

Continuation of Chemistry 2411. Advanced concepts of synthesis and reaction theories of common classes of organic compounds including aliphatic and aromatic systems and carbon compounds and their derivatives. Prerequisite: CHEM 2411.

CHEM 4421 General Biochemistry (4 semester hours)
CHEM 4421L General Biochemistry Lab (0 semester hours)

A study of the bio-molecules including amino acids, enzymes, the metabolism of bio-molecules and the generation and utilization of energy. The laboratory will include the analysis of bio-molecules, techniques in chromatographic methods, electrophoresis and UV-V is spectroscopy. Prerequisite: CHEM 2412.

Communication

COMM 1311 Speech Communications (3 semester hours)

The student will learn effective oral communication through speech preparation and group/panel discussion. Emphasis is on preparation, enunciation, language selectivity and general delivery. Required General Education Core course.

COMM 2318 Interpersonal Communication (3 semester hours)

The student will learn effective interpersonal communication skills through reading analysis, communication evaluations, group projects and peer discussions.

COMM 2325 Language, Communication, and Culture (3 semester hours)

This course presents a discussion of multifaceted meanings and uses of languages. It emphasizes the ways that language summarizes the speaker's meanings and intentions. It includes data from cultures and languages throughout the world in order to document both similarities and differences in human language.

COMM 3311 Website Development & Social Media (3 semester hours)

Surveys usage of social media tools and technology as well as website development for marketing, business and entrepreneurial purposes. Studies the relevance and importance of these tools to new and emerging marketing processes. Formerly COMM 4325.

COMM 3325 Theories of Persuasion (3 semester hours)

An introduction to the study and practice of persuasive discourse using both the rhetorical and behavioral science traditions. Issues examined include: strategic planning and organization, audience analysis, motives and values, effective use of language, the role of context and purpose, propaganda and the abuse of persuasion, campaign planning, effective presentation techniques, and the application of theory and research on persuasion to practical situations. Opportunities are provided for students to present and analyze persuasive materials orally and in writing as a way of developing communication and critical abilities. The course also functions to aid students in communication "consumer protection."

COMM 3373 Writing and Editing for New Media (3 semester hours)

This course is an introduction to the theories and techniques of information gathering and basic news writing and editing with an emphasis on proper mechanics, grammar, storytelling and Associated Press Style.

COMM 4317 Ethics in Communication (3 semester hours)

This course focuses on ethics through communication through a greater understanding of issues deciphering actions; are decisions morally right or wrong. There will be a number of questions about such claims in order to better grasp the nature of morality. Further investigation will critically engage to examine strengths and

weaknesses. We will evaluate what we are doing when we say that an action is wrong: are we expressing a negative emotional reaction. We will ask what makes actions right or wrong: is it the consequences of the action, or whether or not we have a duty to perform the action, or whether or not good people characteristically perform those actions? Lastly, we will consider how these different views of the rightness or wrongness of action might give us guidance on a number of contemporary moral issues.

COMM 4326 Gender and Communication (3 semester hours)

This course is designed to introduce you to the range of perspectives available on the relationship between gender and communication in four areas: the nature of genders, the treatment of genders in language, gender differences in verbal and nonverbal communication, and communication within same gender cultures.

COMM 4330 Crisis Communication (3 semester hours)

This course will apply communication theories and strategies to crisis situation. Effective communication becomes much more important when people are in a crisis situation. Specific topics to be covered - defining crisis communication, crisis management strategies and the typical responses, preparing to communicate in advance of a crisis, creation of a crisis communication plan, use of social media and traditional media tools to communicate with stakeholders.

Computer Science

The computer science degree was discontinued in summer 2017. COSC courses are currently taught through partnerships and consortiums with other institutions.

COSC 1421 Introduction to Computer Science I 4 semester hours)

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

COSC 2311 Algorithms and Logic for Computer Programing (3 semester hours)
This course description is currently under review. Revisions will be completed by January 2018, at which time the Catalog will be updated.

Economics

ECON 2301 Principles of Macroeconomics (3 semester hours)

This course involves the study of the measures and determination of national income, price-level, inflation, unemployment and the role of monetary and fiscal policy.

ECON 2302 Principles of Microeconomics (3 semester hours)

This course involves the analysis of the role of price systems in the resource allocation in free market economy. Topics include the determination of price and output in different forms of market structure, the theory of consumer demands and the theories of marginal productivity and income determination. Required General Education Core course.

ECON 3320 Money and Banking (3 semester hours)

This involves the study of money supply, financial intermediation and the role of banks and non-bank financial institutions in money supply process. Topics also address the determination of interest rates, the Federal Reserve System and conduct of monetary policy. Prerequisites: ECON 2301 and ECON 2302.

Education

EDUC 1001 Chapel (Attendance is a graduation requirement)

The weekly Chapel service is designed to impact the religious and spiritual education of the student regardless of the student's faith tradition. All degree-seeking students must enroll in Chapel (EDUC 1000), which meets Fridays from 10:10 – 11:05 a.m., each semester through graduation. Chapel is a graduation requirement. Students with regular schedule conflicts due to off-campus work, those engaged in student teaching, and students enrolled part-time may request access to an alternative Chapel experience. The request must be made to the Office of Academic Affairs in writing and must include documentation that verifies the time conflict. Requests must be received no later than the end of the Drop/Add period. This course is graded on a Pass/Fail (P/F) basis. Course grades are based on attendance and participation.

EDUC 2301 Introduction to Education (3 semester hours)

Students are provided information concerning the field of education, schools and students, teachers and the teaching profession, parental and community involvement and governance of schools. Additionally, the requirements for admission to the teacher education program are presented. Prerequisite: ENGL 1301.

EDUC 3101 Preparation for State Exam (PPR, EC-12) (1 semester hour)

This course offers a systematic focus on the teaching strategies and professional responsibilities needed to successfully pass the state Pedagogy and Professional Responsibilities exam (PPR) for EC-12 grade levels. Prerequisite: Admission to Teacher Education program completion of 12 hours in major courses.

EDUC 3102 Preparation for the State Exams (Content- EC-6) (1 semester hour)

This course focuses on the content and strategies needed to successfully pass the required content exam for the teacher certification area of Early Childhood – 6th grade. Prerequisites: Admission to the Teacher Education program; completion of English, math, science and social science General Education Core requirements.

EDUC 3300 Instructional Strategies I (3 semester hours)

This course is part one in a series of three instructional strategies classes that are central to EC-6 Teacher Preparation. This course will focus on effective instructional strategies for teaching reading, language arts and social studies to diverse elementary age learners. Teacher candidates will evaluate a variety of strategies and engage in hands on activities meant to reinforce effective strategies and build confidence in teaching reading, language arts and social studies. Prerequisites: EDUC 2301 and READ 3301; or READ 3304.

EDUC 3301 Human Development & Learning (3 semester hours)

This course focuses on developmental theories applied to learning and teaching in school settings. Theorists such as Piaget, Freud, Erickson, Maslow and Pearce will be covered. Included also are current philosophies and practices for the exceptional child. Prerequisite: EDUC 2301. Cross-listed with TADC EDUC 2323.

EDUC 3302 Technology in Teaching (3 semester hours)

This course is an introduction to educational technology. Students will explore the theory behind incorporating technology into an effective lesson and will utilize multimedia equipment and the Internet to design effective lesson plans, assessment tools and other instructional materials. Cross-listed with TADC EDUC 3377.

EDUC 3305 Introduction to English as A Second Language (3 semester hours)

This course is designed to introduce the general classroom teacher candidate to the theory, concepts, research and best practices required to plan supportive classroom instruction for ESOL and bilingual students. Various teaching models developed for ESL teaching are introduced. Candidates will be able to implement culturally responsive interventions to promote the learning environment conducive to learning for all students. Prerequisite: EDUC 2301.

EDUC 3310 Instructional Strategies II (3 semester hours)

This course is part two in a series of three instructional strategies classes that are central to EC-6 Teacher Preparation. This course will focus on effective instructional strategies for teaching the fine arts, physical education, health and music to diverse elementary age learners. Teacher candidates will evaluate a variety of strategies and engage in hands on activities meant to reinforce effective strategies and build confidence in teaching art, physical education, health and music. Prerequisites: EDUC 2301 and EDUC 3300.

EDUC 4300 Instructional Strategies III (3 semester hours)

This course is part three in a series of three instructional strategies classes that are central to EC-6 Teacher Preparation. This course will focus on effective instructional strategies for teaching math, science and technology to diverse elementary age learners. Teacher candidates will evaluate a variety of strategies and engage in hands on activities meant to reinforce effective strategies and build confidence in teaching math, science and technology. Prerequisites: EDUC 2301, MATH 1301, MATH 1350, MATH 1351, EDUC 3300.

EDUC 4304 Assessment in Learning (3 semester hours)

This course focuses on techniques involved in the development of tests, collecting data; analysis of data, interpreting data, assessment (performance and portfolio) of students, legal and ethical considerations, descriptive statistics, outcomes based accountability assessment and other topics. Specific consideration is given to the assessment processes used in the state of Texas to assess learners. Prerequisite: EDUC 2301. Cross-listed with TADC EDUC 3311.

EDUC 4305 Classroom Management (3 semester hours)

This course presents an examination of the relationship between the teacher, pupil and classroom environment in the early childhood grades through 12th grade. Topics covered included teacher as instructional leader, identification of learning, leadership and teaching styles, instructional planning methods, use of technology/audio visual aids in classroom management, effective teaching strategies for diverse student populations, etc., Prerequisite: EDUC 2301.

EDUC 4393/ENGL 4393 Children's Literature (3 semester hours)

This course is a study of literature suitable for pre-school and elementary school children, including criteria for judging and selecting children's books. Storytelling and dramatization are also covered. Prerequisite: ENGL 1302 and EDUC 2301.

EDUC 4601 Student Teaching in the Elementary School (6 semester hours)

Students participate full-time for a minimum of twelve weeks in all phases of teaching in an elementary school, under the joint supervision of the college and the school site. Periodic meetings are held with the cooperating teacher and the college supervisor of student teaching. Observations the student teaching experience are done on an on-going basis. Feedback is provided to the student teacher in order to make the experience productive. Prerequisite: Student Teaching Clearance.

EDUC 4602 Student Teaching in the Secondary School (6 semester hours)
This course description is currently under review. Revisions will be completed by January 2018, at which time the Catalog will be updated.

English

ENGL 1300 Introduction to College Writing (3 semester hours)

English 1300 is a preparatory writing course designed to help learners improve their writing skills to succeed in academic writing. The course focuses on grammar, punctuation, sentence structure, construction of well-developed paragraphs, and introductory instruction in construction of multiple-paragraph essays. Placement is based on writing scores on a PQC-approved placement test. A grade of C or higher is required to successfully complete this course. Students will build on these basic skills by planning, writing, and revising essays, and experiencing writing and reading as a multi-step process. As an added bonus, students will also learn the process and value of peer-to-peer editing. ENGL 1300 does not satisfy the general education or elective requirements. ENGL 1300 is a course designed to help students develop the foundational reading and writing skills necessary for the First Year Writing Program. This course supports General Core Program Learning Outcome Nos. 1, 3, 5, and 6.

ENGL 1301 Composition I (3 semester hours)

In this course, students will have the opportunity to read, discuss and analyze a variety of essays that will serve as patterns for their own writing. Methods of development will be studied as students experiment with improving their own skills. A grade “C” or better is required to pass this course. Prerequisite: ENGL 1300 or placement. Required General Education Core course.

ENGL 1302 Composition II (3 semester hours)

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

ENGL 2320 World Literature (3 semester hours)

A chronological survey of selected multicultural masterpieces of world literature from ancient to modern periods with emphasis on literary and historical analysis. Prerequisite: ENGL 1302.

Entrepreneurship

ENTR 2301 Principles of Entrepreneurship (3 semester hours)

This course description is currently under review. Revisions will be completed by January 2018, at which time the Catalog will be updated.

ENTR 3302 Raising Capital and Identifying Investors (3 semester hours)

This course covers financial markets, instruments, and institutions, with the primary focus being on the capital raising and finding investors. To do well, a company or organization must succeed in raising money. The when, where, and how of raising capital is the focus of the course. Topics to be covered in this course include angel investing and institutional private investment (private placements) as initial public offerings and debt financing.

ENTR 4309 Entrepreneurial Exploration (3 semester hours)

This course description is currently under review. Revisions will be completed by January 2018, at which time the Catalog will be updated.

ENTR 4340 Advanced Social Entrepreneurship (3 semester hours)

This course description is currently under review. Revisions will be completed by January 2018, at which time the Catalog will be updated.

Fundraising and Philanthropy

FUNR 2315 Intro to Fundraising and Philanthropy (3 semester hours)

This course provides students with an introduction to the world of fundraising and philanthropy. They will learn about the history of philanthropy, philosophies of giving, and giving in diverse communities.

FUNR 3100 Alumni and Donor Relations (3 semester hours)

This course will explore fundamental and innovative ways to engage with alumni and donors during the fundraising process. Students will also be introduced to the following concepts: research-gathering methods, traditional fundraising activities for engagement, new approaches of outreach, and source development. In an effort to prepare them for the next courses in fundraising curriculum, students will be introduced to concepts that will be re-visited in prospect research, professional writing, and persuasion and relationships. A grade of "C" is required to pass this course.

FUNR 3120 Legal Issues in Fundraising and Philanthropy (3 semester hours)

This course provides the basics of understanding the law and ethics that govern the giving, receiving, and handling of charitable and tax-deductible gifts.

FUNR 3200 Grant Proposal Writing (3 semester hours)

Students will learn how to write a grant proposal that will result in funding for an educational and/or nonprofit organization. They will learn research methods for locating grants and how to write a targeted grant proposal. By the end of the course, students will have written a complete grant proposal.

FUNR 4320 Advanced Fundraising I (3 semester hours)

Students will learn the basic principles of corporate and foundation fundraising, major gifts, annual fund, capital campaign and planned giving. They will learn research methods for locating and securing funders and funds. By the end of the course, students will be knowledgeable of fundraising tenets, strategies and relevant trends.

FUNR 4321 Advanced Fundraising II (3 semester hours)

Students will learn the basic principles of making the "ask" and how to promote development endeavors through the successful execution of donor relations and smart stewardship in an ever-evolving global economy.

FUNR 4325 Prospect Research (3 semester hours)

Prospect Research is a vital part of the fundraising process. In today's environment, competition is intense for the limited philanthropic dollars available. Nonprofit leaders can no longer rely on instinct or intuition to develop the sophisticated development operations necessary today. Though many fundraising organizations have used some form of research for years, today's advancement research comprises more than passing on word-of-mouth anecdotes and locating and collecting data. Information is simply not enough anymore. Expert analysis is necessary to convert raw data and information into functional intelligence. This is class is designed to introduce what prospect research is and to provide the skills in prospect research. This class will help with analytical and decision-making skills in the field of fundraising.

Finance

FINA 1101 Personal Finance (1 semester hour)

This course will address financial literacy by examining topics such as personal goal setting, career planning, consumer skills, budgeting, banking services, savings, investing, credit and homeownership. Required General Education Core course.

FINA 3313 Business Finance (3 semester hours)

This is an introduction to the principles of financial management. Primary focus is on the role of financial manager and the tools used in making investing and financing decision in order to maximize the value of the firm Areas examined include profit planning, risk of a portfolio, capital budgeting techniques, time value of money, management of short-term and long-term funds, cost of capital, optimal capital structure and liquidity versus profitability. Prerequisites: ACCT 2301, ACCT 2302, ECON 2301 and ECON 2302.

Fundamentals

FUND 1301 Career Management: How to Thrive in the Global Marketplace (3 semester hours)

This course will prepare students to successfully engage in the global marketplace by focusing on workforce characteristics, expectations, and competencies. Students will explore personal skills, interests, values, and work experience in connection with employer expectations. Students will develop competence in business communication, critical thinking, problem-solving, and personal and career management.

FUND 1303 Introduction to Quinnite Servant Leadership (3 semester hours)

This course is an introduction into the Quinnite community. It will explore the life of a Quinnite Scholar, the history and future of the AME Church, the history of Paul Quinn College, the history of Bishop College and the economics of a Quinnite education. In addition, this course will explore the role of service learning and character in becoming ethical servant leaders. Required General Education Core course.

FUND 4999 Major Internship Experience (3 semester hours)

In a major internship experience, a student completes at least 80 hours of work experience on- or off-campus in an environment related to his/her academic major and career interests. Students must identify a possible internship opportunity, gain prior approval from a site supervisor, complete and submit an Internship Approval Form, and receive approval from the Vice President of Academic Affairs prior to starting the internship experience. Students must document worked hours, maintain a journal, complete a pre-approved project or research paper, and make a presentation in order to successfully complete the course. This course is graded on a Pass/Fail basis. Students who fail an internship experience cannot complete another internship at the same site.

Geography

GEOG 1303 World Geography (3 semester hours)

An introduction to modern geography, including regions and nations of the world, major types of land surfaces, climatic regions, water and mineral resources and world distribution of populations. Map study will be given importance.

Government

GOVT 2206 Texas Government (2 semester hours)

This course is the study of the constitutional structure, function and role of government in Texas and at the national level. The course includes an examination of Texas public education laws. Required General Education Core course.

GOVT 2301 American Government (3 semester hours)

A study of the federal government of the United States emphasizing the origins of the United States Constitution, its amendments, the principles of federalism, judicial interpretations and political party developments. Required General Education Core course.

GOVT 3310 American Political Parties (3 semester hours)

A study of the development, nature, and problems of the American Political Party system, including their organizations, operations, functions, successes and failures. Including discussing party in the electorate, party as organizations, and in government. Cross-listed with POLS 3310.

Health and Wellness

HLTH 2329 Introduction to Health & Wellness (3 semester hours)

The Fundamentals of Health course is designed to provide students with information and skills needed to achieve and maintain optimal wellness. The course will examine the emotional, physical and spiritual dimensions of health and wellness. Major topics covered: health and wellness, stress, stress management, physical health, nutrition, body image, mental health, sexuality, alcohol/drug use. Students will also examine health and wellness issues which plague people of color, such as diabetes, high blood pressure and HIV/AIDS in order to counteract these issues in their personal, family and community lives.

HLTH 2330 Personal and Community Health (3 semester hours)

This course is designed to provide the student with a broad spectrum of pertinent personal and public health topics and issues. Included are topics such as improved mental/emotional health, dietary practices, physical fitness, prevention, reduced risk and control of diseases in urban community.

HLTH 3320 Health & Wellness for Children & Families (3 semester hours)

A study of the factors that impact the well-being and health of the young child and the family units, including healthy behavior, food, food scarcity, nutrition, fitness, and safety practices. Focus on local and national issues, and the legal implications of relevant policies and regulations.

HLTH 3321 General Nutrition & Physical Activity (3 semester hours)
This course description is currently under review. Revisions will be completed by January 2018, at which time the Catalog will be updated. Prerequisite: BIOL 2402.

HLTH 3322 Fitness and Health (3 semester hours)

Fitness and Health is examined from a historical and current issues perspective. Specially, how has fitness evolved over time, and what does it mean to be healthy. Who defines healthiness and how has the definition changed over time and varied for different cultures. The course also examines health-related behaviors, ways that personal health decisions and behaviors affect the fitness of body systems and overall health. Strategies for reducing health risks and enhancing wellness throughout the life span are explored. Students will select a fitness strategy to be actively involved in, and through which the issues of nutrition, diet and weight control, and fitness concepts of cardiovascular respiratory endurance, muscular endurance and flexibility are explored.

HLTH 3340 Human Behavior, Mental Health & Sexuality (3 semester hours)

This course explores how mental health and sexuality impact the health and wellness of the individual, family and larger community. Topics include human and sexual development, sexual behavior, decision-making and health outcomes, sexual health and sexually transmitted diseases, risky behaviors, cultural interpretations of mental health, etc. Prerequisite: HLTH 2329.

HLTH 3345 Health & Stress Management (3 semester hours)

The Health & Stress Management course will examine the body's physiological and psychological responses to stress, recognize the manifestations of stress and explore adaptive and maladaptive methods of coping with stress. Prerequisite: HLTH 2329.

History

HIST 2301 United States History I (3 semester hours)

This course will offer a general survey of the social, political and economic history of the United States to 1877. Required General Education Core course.

HIST 2302 United States History II (3 semester hours)

This course will offer a general survey of the social, political and economic history of the United States since 1877. General Education Core course.

HIST 3301 Historiography (3 semester hours)

This course introduces students to historical research methods, writing history, and 20th century American historiography. Students learn to distinguish different interpretations of major 20th century historical themes associated with various scholars and schools of thought. Students enrolled in this course are responsible for developing a historical research project, conducting library research, and completing a publishable research paper and presentation. This is an upper-level course that is reading, writing and speaking intensive. Prerequisite: ENGL 1302.

HIST 3345 Research and Writing in History (3 semester hours)

This course introduces students to how and why historians debate issues of evidence and interpretation. Students will learn to distinguish between various schools or styles of academic history to improve their reading, note-taking and library research skills; to formulate meaningful thesis statements and to successfully write a research paper. Hands-on research will be used to produce a scholarly paper capable of publication and/or presentation. Prerequisite: ENGL 1302.

HIST 4301 Texas History (3 semester hours)

A survey of the political, social, economic, cultural, and intellectual history of Texas from the pre-Columbian era to the present. Prerequisite: ENGL 1302.

HIST 4302 Civil Rights Movement (3 semester hours)

This course focuses on historical profiles in servant leadership. It examines the legacies of transformative 20th century civil rights leaders. Students analyze the backgrounds, aspirations, challenges, sacrifices, strategies and achievements of a dynamic group of agents of change. Prerequisite: ENGL 1302.

HIST 4315 World Civilization I (3 semester hours)

This course will cover a general survey of the history of the world's principle cultures from the beginning of civilization until the European Renaissance. Special attention is given to basic knowledge of world geography. Prerequisite: ENGL 1302 and GEOG 1303.

HIST 4316 World Civilization II (3 semester hours)

This course will cover a general survey of the history of the world's principle cultures from the European Renaissance to the present. Special attention is given to basic knowledge of world geography. Prerequisite: ENGL 1302 and GEOG 1303.

Humanities

HUMA 1315 Fine Arts Appreciation (3 semester hours)
This course description is currently under review. Revisions will be completed by January 2018, at which time the Catalog will be updated. Prerequisite: Concurrent enrollment or completion of ENGL 1300 or placement into ENGL 1301 or higher.

HUMA 2325 The Rhetoric of Race and Racism (3 semester hours)

This humanities course will cover race/racism from various angles including, but not limited to, biology/science, politics, sports, food, popular culture, geography, music, economics, etc. Course material will include academic

readings, videos, popular writings, social media commentary, etc. Students will be expected to show content proficiency through class discussions and various assignments, tests, quizzes, and projects. Prerequisite: ENGL 1301.

HUMA 2326 The Rhetoric of Hip Hop (3 semester hours)

This course description is currently under review. Revisions will be completed by January 2018, at which time the Catalog will be updated. Prerequisite: ENGL 1301.

HUMA 3323 Arts & Music for Children (3 semester hours)

This course provides an exploration of principles, methods and materials for teaching young children music and visual arts. Creative activities will be planned and presented for all activity areas, including art, movement, music, language, science, mathematics and social studies, in addition to holiday and seasonal activities for young children. Emphasis is placed on appropriate use of all resources, including time, materials and facilities, as they apply to creative thinking. The student will plan, implement and assess child-centered activities for music, movement, visual arts and dramatic play. Prerequisite: ENGL 1301.

Legal Studies

LGLS 2301 Introduction to Legal Studies (3 semester hours)

This course is as an overview of the criminal justice system including law enforcement, court systems, prosecution and defense, the trial process and corrections, criminal offenses and penalties. Basic legal theories of the criminal law will also be introduced. Students will learn the common legal defenses for crimes and the elements the prosecution has to prove for certain crimes. The lecture program will be supported by problem-solving tutorials aimed at enabling students to give legal advice as to criminal liability and the resolution of procedural problems. It provides students with an overview of the structure and operations of American law and the American legal system. It offers examples of the types of topics treated in depth in substantive legal studies courses. This course introduces the student to the nature, functions, limitations and operations of law as an institution in modern society.

LGLS 2302 Law and Politics (3 semester hours)

This course examines law as an integral part of the political process. Topics include American legal culture; legal socialization; legal decision-makers; the politics of formulating legal policy; the politics of implementing legal policy; and the effect of legal decisions on the operation of the political process. Lecture and intensive class discussion.

LGLS 2304 Constitutional Law (3 Semester Hours)

Cases introduce general principles of federal constitutional law, including government authority and its distribution under the constitution; the judicial function in constitutional cases; powers delegated to the national government and powers of the states in areas of federal authority; and intergovernmental relations. Rights, privileges and immunities under the constitution; national citizenship; due process; equal protection; and the contract clause are also covered.

LGLS 3300 Law in Literature (3 Semester Hours)

This course is designed to help students explore various historical, social, economic and political injustices throughout the world and critically scrutinize how a person's reality is inevitably shaped by the legal system that exist in his or her culture. Students will analyze the begging questions of what is divine law, why do we have the law and what does *justice* mean? Students will study the devastating psychological and social effects of a legal climate based on oppression, which ultimately induces violent and/or nonviolent reactions by an individual(s) in an effort to hopefully transform it into a more ideal system for everyone. The student will endlessly ponder the way the law works- its authority, legitimacy, psychology, bureaucracy, procedure and finally is there such a notion as street justice. This course will provide an opportunity to think about law, justice

and morality, to read engaging work of fiction and non-fiction and to examine the law from a humanistic and philosophical perspective.

LGLS 3302 Criminal Evidence (3 semester hours)

This course is a study of laws that govern the admissibility and exclusion of evidence for establishing or contesting facts in trials, administrative hearings and other court proceedings. Topics covered include the relevance of evidence; the hearsay rule and its exceptions; examination of witnesses, cross-examination and impeachment; competency of witnesses; opinion, expertise and experts; scientific and demonstrative evidence; writing; the best evidence rule and authentication; privileges of witnesses; judicial notice; presumptions; among other subjects relating to the regulation of proof at trials.

LGLS 3321 Administrative Law (3 Semester Hours)

An examination of the role and operation of government agencies, including the procedures agencies are required to follow, public participation and hearing requirements and the standards and mechanisms governing judicial review of agency decisions.

LGLS 3324 Criminology (3 semester hours)

This course is the study of criminals and the offenses they committed. Students will explore the philosophical and psychological aspects of a criminal and his anti-social, ill-fated behavior. Students will critically examine the spectrum of scientific theories and psychiatric diagnoses that seek to delineate and explain human violence.

LGLS 3325 Criminal Procedure (3 semester hours)

This course is an examination of the Fourth, Fifth and Sixth Amendments of the United States Constitution, which govern the interaction of the police and suspects in a criminal investigation. From search warrants to coerced confessions, the course will examine the constitutional doctrines developed to regulate police behavior and the admissibility of any subsequent seized evidence by law enforcement in a court proceeding.

LGLS 3326 Juvenile Delinquency (3 semester hours)

This course will study the history and philosophy of the juvenile court system; the juvenile justice process in modern social context; definition of delinquency; the substantive law governing juvenile conduct; intake; waiver or certification; pre-trial detention; hearing; and adjudication proceedings.

LGLS 3327 Logical Reasoning, Legal Thought and Philosophy (3 Semester Hours)

This course is designed to teach students to analyze arguments, to recognize flaws in logic and draw conclusions through inference and deductive reasoning. Students will explore a standard technique that has been developed to organize thinking about decision-making problems and to solve them. Students will also consider strategic interactions between parties and considerations related to imperfect information. Students will also study the significance of the rule of law. Considers the questions: What is law? Why does law have authority? What is the relation between law and morality? What is justice? Is breaking the law ever justified?

LGLS 3328 Business Law (3 semester hours)

This course focuses on the principles applicable to business, which includes the role of law in such areas as contracts and sales, agency, partnerships, bankruptcy, negotiable instruments, torts and other legal subjects. Cross-listed with BLAW 3324.

LGLS 3331 International Law (3 semester hours)

This course introduces fundamental questions and principles of international law. Topics include the creation and interpretation of treaties, the role of custom in international law, the use of force and the laws of war, transnational crime and extradition, the growth and codification of international human rights law, the

relationship between international and domestic law; and state sovereignty as manifested in sovereign immunity and other doctrines. Also, students are introduced to the great variety of international organizations increasingly influencing the development of international law, including the United Nations, the European Union, NATO, the permanent and ad hoc international criminal courts, the WTO, NAFTA, the Organization of American States, the World Bank and others.

LGLS 3334 Negotiations (3 semester hours)

Through a combination of theoretical analysis, case-studies and simulations, this course will address the following issues: Negotiating across and behind the table; strategies and tactics in diplomacy and international negotiations; multilateral negotiations; cross-cultural dimensions of negotiations; the concept of power in negotiations; designing and drafting agreements; and ethics in negotiations. This course, by combining theory and practice, aims to improve both the participants' understanding of negotiation and their effectiveness as negotiators.

LGLS 3337 Arguing the Law (3 semester hours)

This course critically examines the philosophy of law in different legal areas, by analyzing the rule of law, law and morality, feminism and the law, race and the law, and other controversial issues.

LGLS 4301 Introduction to Law Enforcement (3 semester hours)

An overview of the law enforcement system, including the organization and functions of local, state and federal enforcement agencies involved in the administration of criminal justice. Other topics to be discussed are centralized versus decentralized police systems and the history of the World Police Organization.

LGLS 4303 Legal Research and Writing (3 Semester Hours)

This course introduces students to the way lawyers analyze and frame legal positions in litigation, conduct legal research and present their work in writing and in oral argument. Students actively learn research and writing skills by preparing initial and final drafts of memoranda and briefs and by becoming familiar with accessing both print and electronic research materials.

LGLS 4305 Probation, Penitentiary and Parole (3 semester hours)

The processes of probation and parole in the United States in terms of its historical development, philosophy and standards; attention is focused on the utilization of parole and probation as tools of social control with special emphasis on the implications of the philosophical impact of probation and parole on field practices. This course also considers the legal, political and social implications of the practice of capital punishment in America, with an emphasis on contemporary legal issues. The course will frame contemporary questions by considering some historical perspectives on the use of the death penalty in America and by delving into the moral philosophical debate about the justice of capital punishment as a state practice. Doctrinal topics to be covered include the role of aggravating and mitigating factors in guiding the decision to impose life or death; challenges to the arbitrary and/or racially discriminatory application of the death penalty; the ineligibility of juveniles and persons with mental retardation for capital punishment, limits on the exclusion and inclusion of jurors in capital trials; allocation of authority between judges and juries in capital sentencing; and the scope of federal habeas review of death sentences, among other topics. Students will examine the concepts of rehabilitation, deterrence and punishment in the criminal justice system.

LGLS 4315 Family Law (3 semester hours)

A study of legal and attendant practical, social, legislative and economic problems involved in the organization, operation and dissolution of the family. Husband/wife (and other adult), parent/child and family/state relationships are considered critically in light of new developments in social structure, morals and technology.

LGLS 4316 Mock Trial (3 semester hours)

This course seeks to examine the nature, functions, dynamics and ethics of such tasks as interviewing, investigation, examination and cross-examination of witnesses, argument and from the prosecution and criminal defense advocacy, both in and out of the courtroom. It is designed to teach students to evaluate and prepare a case for trial. Students will develop trial techniques and skills by reenacting real life scenarios in a mock courtroom setting. This course Students will also examine the litigation of systemic criminal justice issues, including race bias issues, eyewitness identification issues, forensic issues and issues pertaining to the suppression of exculpatory information by the government.

LGLS 4331 National Security Law (3 semester hours)

This course is an introductory examination of U.S. national security law. We will study questions relating to the exercise of military force, the conduct of intelligence operations and the detention of enemy combatants. In considering those questions, special attention will be paid to (1) how to allocate decision-making authority among the President, the Congress and the courts; (2) how to strike the proper balance, substantively, between security and liberty and, procedurally, between secrecy and transparency; and, (3) how to reconcile domestic law and policy objectives with international obligations and norms. We will be guided by domestic sources of law — the Constitution and such statutes as the National Security Act, the War Powers Resolution, the Foreign Intelligence Surveillance Act, the USA PATRIOT Act and the Military Commissions Act — and by international sources of law as well — the U.N. Charter and the Geneva Conventions.

LGLS 4332 Comparative Law (3 semester hours)

An introduction to the characteristic features and functioning of non-common law legal systems. This course seeks to provide American lawyers with a basic framework for understanding foreign legal systems.

LGLS 4333 Moot Court (3 semester hours)

This course combines a substantive review of key appellate litigation doctrines concerning appellate jurisdiction, standards of review and other topics, with an intensive advocacy component, including motion and brief writing. The course considers each stage of the appellate litigation process, beginning with a general overview, moving to the various bases for appellate jurisdiction in the federal courts, then discussing standards of review and concluding with an intense review of the anatomy of an appellate brief. U.S. Supreme Court practice will also be considered. Students will brief and argue moot appellate cases.

Mathematics

MATH 1300 Introduction to College Mathematics (3 credit hours)

This course is designed to develop an understanding of fundamental operations using percentages, statistics, measurements, geometric figures, integers, algebraic expressions, polynomials and rational numbers required for college readiness. Word problems associated with these subjects are also studied. Additional support and tutoring is available through the Center for Student Success and Student Support Services. This course does not satisfy the general education or elective credit requirement.

MATH 1301 College Algebra (3 semester hours)

This is a study of algebraic equations and inequalities, the real number system, complex numbers, relations and functions, rational functions and conic sections, exponential and logarithmic functions, matrices and determinants and the binomial theorem. Prerequisite: Satisfactory SAT, ACT, or placement test scores. Required General Education Core course.

MATH 1303 Basic Statistics (3 semester hours)

A study of elementary statistics including the examination of frequency distributions and measures of central tendency and the calculation of tests of significance and simple correlation. Prerequisite: MATH 1301. Required General Education Core course.

MATH 1350 Math for Elementary Teachers I (3 semester hours)

Concepts of sets, functions, numeration systems, number theory and properties of the natural numbers, integers, rational and real number systems with an emphasis on problem solving and critical thinking. This course is designed specifically for students who seek EC-6th grade teacher certification. Prerequisite: MATH 1301.

MATH 1351 Math for Elementary Teachers II (3 semester hours)

Concepts of geometry, probability and statistics, as well as applications of the algebraic properties of real numbers to concepts of measurement with an emphasis on problem solving and critical thinking. This course is designed specifically for students who seek EC-6th grade teacher certification. Prerequisite: MATH 1350.

MATH 2305 Discrete Mathematics (3 semester hours)

A course designed to prepare math, computer science, and engineering majors for a background in abstraction, notation, and critical thinking for the mathematics most directly related to computer science. Topics include: logic, relations, functions, basic set theory, countability and counting arguments, proof techniques, mathematical induction, combinatorics, discrete probability, recursion, sequence and recurrence, elementary number theory, and mathematical proof techniques. Prerequisite: MATH 2411.

MATH 2410 Precalculus (4 semester hours)

This course provides the student with the foundation necessary to enter the calculus sequence. Topics include: polynomial and rational functions, exponential and logarithmic functions, matrices, trigonometric functions, analytic geometry, conic sections, sequences and notation. Prerequisite: MATH 1301.

MATH 2411 Calculus I (4 semester hours)

This is an introduction to functions and relations, limits and continuity, graphs, derivatives, the integration of algebraic functions, product and quotient formulae, higher order derivatives and maxim and minima. Prerequisite: MATH 2410.

MATH 2412 Calculus II (4 semester hours)

Continuation of MATH 2311 that includes differentiation and integration of trigonometric functions, exponential and logarithmic functions, Rolle's Mean Value Theorems, areas and volumes and various techniques of integration and reduction. Prerequisite: MATH 2411.

MATH 3311 Calculus III (3 semester hours)

This course description is currently under review. Revisions will be completed by January 2018, at which time the Catalog will be updated. Prerequisite: MATH 2412.

MATH 2322 Linear Algebra (3 semester hours)

A study of abstract systems, vector spaces, linear transformation matrices, linear equations and determinants, canonical form for similarity, metric concepts, combinatorial equivalence and functions of matrices. MATH 2411.

MATH 3304 Analytic Geometry (3 semester hours)

This course description is currently under review. Revisions will be completed by January 2018, at which time the Catalog will be updated.

MATH 3322 Differential Equations (3 semester hours)

The solutions of equations of the first order and other degree applications, Laplace, transform solutions in series and partial differential equations. Prerequisite: MATH 2312.

MATH 4301 Numerical Analysis (3 semester hours)

This course description is currently under review. Revisions will be completed by January 2018, at which time the Catalog will be updated.

MATH 4322 Advanced Statistics (3 semester hours)

This course description is currently under review. Revisions will be completed by January 2018, at which time the Catalog will be updated.

Management

MGMT 3310 Production and Operations Management (3 semester hours)

Management of the production function focusing on productivity, quality and profitability including production design, resource requirement planning, facility location and distribution system design.

MGMT 3314 Principles of Management (3 semester hours)

Management philosophy, planning, organizing, supervising, staffing, controlling and decision-making processes.

MGMT 3315 Human Resource Management (3 semester hours)

Principles, policies and practices involved with administering to personnel department, such as recruitment, employment, placement, training, evaluation, promotion, retirement, records, reports, supervision and management. Prerequisite: MGMT 3314.

MGMT 3317 Organizational Behavior (3 semester hours)

An analysis of interpersonal relations and interactions, group dynamics, development of effective work groups and influence of the organization system on behavior. Prerequisite: MGMT 3314.

MGMT 4302 Small Business Management (3 semester hours)

Principles and problems of organizing and operating a small business, with special emphasis on personal qualifications, capital requirements, location and sources of assistance. Prerequisite: MGMT 3314.

MGMT 4303 Industrial Labor Relations (3 semester hours)

An analysis of the labor relations process, background of rights and responsibilities of labor and management, negotiation and administration of the labor agreement, collective bargaining issues and emerging labor relations process. Prerequisite: MGMT 3314.

Marketing

MKTG 3301 Principles of Marketing (3 semester hours)

Topics include researching and analyzing customers, understanding the competitive environment, segmenting the market, strategic positioning, pricing, communications and distribution strategies. Principles and methods of marketing and analysis of market structure. Dynamic nature of American business studied, taking into consideration factors that produce changing business patterns.

Sports Management

SMGT 2301 Sports Entrepreneurship (3 semester hours)

This course will assess why sports is a fertile industry for entrepreneurial activity in relation to the sports industry. This course aims to develop, evaluate and assess entrepreneurial skills within the context of launching new products or services in the sports industry or for entrepreneurs. This course will cover the various topics such as: the types of entrepreneurships, sports as a catalyst for entrepreneurialism,

entrepreneurialism within large sporting organizations, Funding and resourcing a ports start-up, and managing growth and exiting within the sports industry.

SMGT 2302 Sports Branding & Marketing (3 semester hours)

This course will provide an overview of basic concepts of marketing in sports. This course will have a special emphasis on: marketing concepts, the marketing mix, consumer behavior, market segmentation, positioning, strategic planning and the development of comprehensive marketing plan. In this class, students will have the opportunity to interpret these marketing concepts and to develop fundamental skills of marketing analysis and managerial decision making.

SMGT 2303 Sports Hospitality and Sales (3 Semester hours)

This course will provide an overview of the procedures and practices involved in services of hospitality and marketing in the sports industry. In this course, students will identify the core principles of marketing and sales that may impact the industry of sports hospitality. The course is designed to introduce students to hospitality management and provide an overview of hospitality management sites, functions, and sectors.

SMGT 3301 Sports Finance and Budget (3 semester hours)

In this course, students will analyze and apply financial strategies related to sport organizations and athletes. Students will learn to use foundational business finance concepts and then they will evaluate, apply, and create sport-specific financial strategies. This course will assist students to become more knowledgeable and effective financial managers as they learn to implement budgeting and accounting systems.

SMGT 3302 Sports Operations & Planning (3 Semester hours)

This course explores the strategic and operational aspects of managing sports organizations, events, and facilities. Students will gain an in-depth understanding of the planning, coordination, and execution processes involved in sports operations at both professional and amateur levels. Topics include event logistics, facility and venue management, risk assessment, staffing and volunteer coordination, budgeting, sponsorship activation, and compliance with regulatory standards. Through case studies, simulations, and project-based learning, students will apply theoretical knowledge to real-world sports contexts, preparing them for roles in event management, athletic administration, and sports logistics. Emphasis is placed on the development of critical thinking, organizational, and communication skills essential for success in the sports industry.

Physical Education

PHED 3302 Sociology of Sports (3 semester hours)

This course offers a sociological and psychological interpretation of modern sports. The course includes an in-depth analysis of rules, crowd response and sociological demands of the athlete. Prerequisite: EDUC 2301.

PHED 3304 Physiology of Exercise (3 semester hours)

This course covers a study of the physiological effects of exercise upon the human body and the relationship of these effects to physical education programs and athletics. Prerequisite: BIOL 2402.

PHED 3307 Kinesiology (3 semester hours)

This course places emphasis upon the analysis of both structural and functional human motion. The course also includes scientific information concerned with the mechanical laws of nature and their effects upon physical education. Prerequisite: BIOL 2402.

PHED 3308 First Aid (3 semester hours)

This course is designed to provide students with the knowledge and skills to recognize and provide basic care for injuries and sudden illness until competent medical personnel arrive. Students will be exposed to standard

procedures for dealing with head to toe examinations, shock signs, head, neck and spinal injuries, strokes, bleeding response, burn care, poisoning, splints, CPR and other emergency responses. Prerequisite: EDUC 2301 Introduction to Education.

PHED 3340 Athletic Training (3 semester hours)

This course exposes students to the profession of athletic training in terms of the skills needed, the licensure process and career paths. The course also introduces students to the five domains of athletic training practice: prevention; clinical evaluation and diagnosis; immediate and emergency care; treatment and rehabilitation; and organization and professional health and well-being. Pre-requisite: PHED HLTH 1329 Introduction to Health & Wellness and EDUC 3301 Human Development and Learning

PHED 4301 Organization & Administration of Physical Education Programs, Including Athletics (3 semester hours)

This course provides information and experiences relative to basic principles involved in organizing, supervising, developing, managing and administering physical education programs, including athletics in Elementary, Middle and Secondary schools, as well as, college. Prerequisite: EDUC 2301 Introduction to Education.

PHED 4304 Coaching Interscholastic Sports (3 semester hours)

This course includes principles and techniques applicable to providing instruction in sports, and to pointing out the relationship of meaningful learning to successful athletic coaching.

PHED 4307 Biomechanics (3 semester hours)
PHED 4307L Biomechanics Lab (0 semester hours)

The analysis of efficient movement through a study of mechanical and anatomical principles and their application to human movement.

PHED 4601 Student Teaching in Physical Education (3 semester hours)
This course description is currently under review. Revisions will be completed by January 2018, at which time the Catalog will be updated.

Physics

PHYS 3411 General Physics I (4 semester hours)

An algebra-based treatment of the laws of mechanics, heat and sound. Focused attention is given to the solution of mathematical problems illustrating natural laws. This course is designed for all Non-Technical Science majors. Prerequisite: MATH 1301 College Algebra.

PHYS 3412 General Physics II (4 semester hours)

The second part of the algebra-based course of PHYS. 3411. This course will include the following areas of coverage: electrostatics, magnetism and charges in motion, optics and special relativity and introduction to modern concepts in physics. Prerequisite: PHYS 3411 General Physics I.

Political Science

POLS 2304 Intro to Politics in America (3 semester hours)

Introduction to Politics in America is a broad ranging course that will examine the history, theory, and practice of politics in the United States, including the role of the individual citizen and the role of leaders in the political process.

POLS 3310 American Political Parties (3 semester hours)

A study of the development, nature, and problems of the American Political Party system, including their organizations, operations, functions, successes and failures. Including discussing party in the electorate, party as organizations, and in government. Cross-listed with GOVT 3310 American Political Parties.

POLS 3312 Comparative Politics (3 semester hours)
This course description is currently under review. Revisions will be completed by January 2018, at which time the Catalog will be updated.

Psychology

PSYC 2319 Social Psychology (3 semester hours)

This course is designed to present the clearest picture possible in reference to the Social Psychology. More specifically, this course portrays a fresh, comprehensive and exciting look at current research and theory related to Social Psychology. Emphasis will be placed upon the major concepts and specific terminology utilized in understanding Social Psychology. This course is a survey of theories, research, and methods of social psychology including the topics of the self, conflict, aggression, power, group dynamics, and decision making.

PSYC 3313 Abnormal Psychology (3 semester hours)

An introductory study of maladaptive and disorganized behavior patterns within a personal and social context, including their development, symptoms, and treatment. Focuses on the various etiologies of mental illness and treatment modalities.

PSYC 3360 History and Theoretical Foundations of Psychology (3 semester hours)
This course description is currently under review. Revisions will be completed by January 2018, at which time the Catalog will be updated.

PSYC 3361 Cognitive Psychology (3 semester hours)

This course is a survey of theories, research and methods of cognitive psychology topics. Cognitive psychology is the branch of psychology that focuses on the way people process information. It looks at how we process information we receive and how the treatment of this information leads to our responses. In other words, cognitive psychology is interested in what is happening within our minds that links stimulus (input) and response (output). This includes our perception, thinking, memory, attention, language, problem solving and learning.

PSYC 4320 Race, Ethnicity & Gender (3 semester hours)

This course is designed to present the clearest picture possible in reference to the Psychology of Race, Gender, and Ethnicity. More specifically, this course portrays a fresh, comprehensive and exciting look at current research and theory related to Race, Gender, and Ethnicity. Emphasis will be placed upon the major concepts and specific terminology utilized in understanding Race, Gender, and Ethnicity, and will focus on how these three sources of identity and difference are socially constructed phenomena that interact with social institutions (i.e., work and employment, families, education, the media, and the state) to create and maintain inequalities between different groups of people. The course has two basic goals: (1) to introduce the student to the Sociological Imagination as a “tool” or “resource” that the student can use to understand the dynamics of race, gender, and ethnicity, and (2) to use these tools and resources to critically examine contemporary social issues and how these issues affect their own lives. As a course, the emphasis is on relating individual-level experiences, behaviors and characteristics to historical patterns and institutional-level social processes, along with occasional use of data and statistics.

PSYC 4330 Drugs and Behavior (3 semester hours)

Drugs and Behavior surveys major topics that specifically impact the behavioral and social factors that influence drug use and abuse. Also, broaden understanding of how medicinal psychoactive drugs may be used to treat psychiatric disorders such as dementia, bipolar, PTSD as well as others.

PSYC 4344 Psychology of Learning & Motivation (3 semester hours)

This course is designed to present the clearest picture possible in reference to the psychology of learning and motivation. More specifically, this course portrays a fresh, comprehensive and exciting look at current research and theory related to learning and motivation. Emphasis will be placed upon the major concepts and specific terminology utilized in understanding learning and motivation.

PSYC 4370 Behavior Modification (3 semester hours)

The objective of the course is to have students understand the basic principles of behavior modification, apply behavior modification strategies, examine and treat problematic behavior and enable self-management plans to modify different behaviors.

Reading

READ 1300 Introduction to College Reading (3 semester hours)

This course will address improving reading comprehension, vocabulary building and effective writing for college readiness. Emphasis is placed on determining main ideas, critical thinking skills and evaluating the writer's technique. Study skills will also be included. Additional support is available through the Writing Program Resources and tutoring services through the Center for Student Success and Student Support Services. This course does not satisfy the general education or elective requirements.

READ 3301 Emergent Literacy (3 semester hours)

This course teaches the skills essential for nurturing and promoting early literacy development (oral language, reading and writing) for young children. Areas of focus include: research theories, developmental trends and instructional materials, methods and strategies for grades EC-6. Prerequisite: EDUC 2301.

READ 3303 Reading in the Content Areas (3 semester hours)

This course is designed to study theories, research, processes, strategies, practical applications, as well as the selection, administration and evaluation of assessment instruments appropriate for diagnosing and correcting classroom reading difficulties. Strategies are presented for teaching reading across the curriculum. This is an elective option in the Teacher Certification Program and may be taken to satisfy the Reading requirement for EC-6 Teacher Certification. Cross-listed with TADC READ 4314.

READ 3304 Reading in the Elementary School (3 semester hours)

This course is designed to prepare the EC-6 grade teacher to understand the English/Language Arts and Reading TEKS, strategies for instruction, current research, lesson planning, monitoring/assessment of instruction and use of a variety of reading programs/materials.

READ 4301 Diagnostic Teaching of Reading (3 semester hours)

This course teaches the selection, administration and evaluation of assessment instruments and instructional techniques appropriate for diagnosing and correcting classroom reading difficulties.

Religion

RELI 1301 Christian Ethics (3 semester hours)

This course provides a general framework for studying historical and contemporary Christian ethical beliefs. The course objective is to sharpen critical thinking skills and dimensions of decision making in selected areas

and to identify new ways of communicating Christian values in a pluralistic society. Required General Education Core course.

RELI 2313 Survey of the Old Testament (3 semester hours)

This course offers an exploration of the historical, cultural and theological background of the Old Testament as expressed in the Law, Prophets and other writings.

RELI 2323 Survey of the New Testament (3 semester hours)

This course is an introduction to the New Testament studies focusing on the origin of Christianity and the New Testament's social, political and cultural settings.

RELI 2333 World Religions (3 semester hours)

This course will examine most of the major religions, including seven of the world's most important Religions, Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam, as well as other traditions of the world, it will look at their worldviews, practices, and belief systems, and interest and knowledge of different religions and will assist students in identifying with different cultures which will be beneficial when studying abroad.

RELI 3302 Homiletics (3 semester hours)

Homiletics is the art and craft of preaching. This course will introduce students to sermon writing, preparation, and delivery. Upon completion of this course, students should be able to transition into a preaching lab.

RELI 3330 The Ministry of the Black Church (3 semester hours)

This course examines the historical and sociological role that the minister has played in the Black community. Focus is on the way the special leadership styles and posturing affects the Black Church.

RELI 3331 Jesus and the Christian Church (3 semester hours)

This course will scrutinize the hybrid relationship between Jesus Leadership and the Church more specifically in mainline Protestant Denominations. The course will also look as Jesus as a leader as a business man (e.g., C.E.O or President of a company or non-profit).

RELI 3332 The African Methodist Episcopal Church History (3 semester hours)

This course will examine Richard Allen the founder of the A.M.E. Church and how he moved from slavery to starting a nonprofit organization, to the A.M.E. Church.

RELI 3334 Church Administration (3 semester hours)

This course focuses on the day to day operations of a church ministry from the Biblical perspective as well as the necessary management strategies used in business and faith-based organizations.

RELI 3380 Spiritual Leadership in the 21st Century (3 semester hours)

This course provides a general framework for studying spiritual and Christian Leadership for the 21st century, the course objective is to provide an analysis of the qualities and practices of the effective spiritual leader based on the principles provided for in scripture and other literature, with the ultimate goal of devising a personal philosophy of spiritual leadership in the 21st century.

Spanish

SPAN 1301 Elementary Spanish I (3 semester hours)

This is an intensive first semester of the elementary foreign language courses, which fully integrates audio-visuals and computer technologies. The course is designed to teach the student pronunciation, vocabulary,

grammar and sentence structure. The primary purpose of this course is to develop the student's ability and confidence to communicate in the Spanish language, to develop their ability to read, write, speak and understand spoken Spanish in a variety of contexts. Culture is an integral component of this course. Required General Education Core course.

SPAN 1302 Elementary Spanish II (3 semester hours)

This is an intensive second semester of the elementary foreign language courses, which fully integrates audio-visuals and computer technologies. The course is designed to continue to teach the student pronunciation, vocabulary, grammar and sentence structure. The primary purpose of this course is to continue to develop the student's ability and confidence to communicate in the Spanish language, to develop their ability to read, write, speak and understand spoken Spanish in a variety of contexts. Culture is an integral component of this course. Prerequisite: SPAN 1301. Required General Education Core course.

SPAN 2304 Spanish for Heritage Speakers I (3 semester hours)

This course is designed specifically for native/heritage speakers of Spanish who already have some oral language proficiency. The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain and enhance proficiency in Spanish by providing them the opportunity to listen, speak, read and write in a variety of contexts. The course will allow students to explore the cultures of the Hispanic world including their own. The entirety of this class will be taught in Spanish. Prerequisite: SPAN 2301 or placement.

SPAN 2305 Spanish for Heritage Speakers II (3 semester hours)

A continuation of SPAN 2301. This course is designed specifically for native/heritage speakers of Spanish who already have some oral language proficiency. The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain and enhance proficiency in Spanish by providing them the opportunity to listen, speak, read and write in a variety of contexts. The course will allow students to explore the cultures of the Hispanic world including their own. The entirety of this class will be taught in Spanish. Prerequisite: SPAN 2304.

SPAN 2320 Spanish and Latin American Literature and Film (3 semester hours)

This course provides a panoramic survey of Hispanic Culture through the study of literature and film, with special focus on the 20th Century. During the semester students will be exposed to some of the region’s most celebrated and provocative works of literature and film, as well as the major themes and challenges that Latin America has faced during its Modern period, all the way to the present day. This course is taught in English and requires no previous Spanish courses. Texts in the original Spanish language will be available to students that want read in Spanish. All films will be shown in their original language with English subtitles.

Special Education

SPED 3301 Exceptional Learners (3 semester hours)

An introduction to major areas of exceptionality, focusing on legislation and research requiring an appropriate education for all children. Students will acquire information related to intervention strategies, methods, materials and adaptations, as well as being made aware of other available personnel and related services required and dictated by legislation. Prerequisite: EDUC 2301 Introduction to Education. Required in the Early Childhood degree plan. Cross-listed with TADC EDUC 2305.

Graduate Course Descriptions

BUSA 5311 The Two Gifts: Entrepreneurial Leadership & A Spiritual Calling 3 credit hours

Christian Ministry or Business? The limited few who can operate within these Two Gifts may experience the push or pull of choosing one or the other. This course will explore what is means to fully embrace both gifts to serve God and utilize business and entrepreneurial endeavors to serve the people of God.

BUSA 5312 Visioning, Planning & Budgeting 3 credit hours

Write the vision and make it plain… A new or existing business venture must have a plan of attack which considers the good and bad times. The course will review different approaches to business implementation and structural plans. Learners will draft their new or expansion business plan to share to a panel of business experts for real feedback.

BUSA 5321 Communicating Ethics and Values 3 credit hours

What will the public perceive about your business? Are your Christian values communicated through all you do? Are decisions made from a Christian perspective? Students will review real world businesses who have experienced identity crisis related to their ethics and values...

BUSA 5322 Money: Raising Capital & Finance 3 credit hours

A full understanding of debits and credits, budget and cash flow is required in order to maintain and grow a business. Quantitative skills and budget evaluation will be covered with the goal of how to identify new sources of capital, maximizing profits, and avoiding common pitfalls related to financing, including internal fraud.

BUSA 5323 Teams: Developing, Managing and Leading 3 credit hours

Organizational management is the study of how various people interact within a shared environment. Understanding roles, skills, motivations. conflict and resolution will assist in the effectiveness of a business or entrepreneurial endeavor.

BUSA 5331 The Global Marketplace: Study Abroad 6 credit hours

6 week term divided into 2 weeks of preliminary study leading up to a 3 week study abroad experience, and a 1 week debrief / final exam/presentation period.

BUSA 6341 2020 Case Study: Crisis and Change Management in a Global Pandemic, Hurricane, Political Upheaval, etc. 3 credit hours

2020 was a year of crisis. What would you have done as the owner, CEO of a business or community based organization? Real examples of leadership, decision making, or lack there of will be reviewed to help create Emergency Response Plans to preserve life and property in any type of crisis or emergency. Learners will select a crises and research impact, response and recovery. The final project will include an evaluation of the entity post crises and role play presentation of how the learner would have responded.

BUSA 6342 Data: Research & Analysis 3 credit hours

Data driven decisions will save time and money, and increase the bottom line. This statistical analysis course will explore how data can be used to enhance knowledge of existing clients and potential customers, pricing models, customer feedback, etc. Including effective communication of data results and its interpretation for specific audiences.

BUSA 6351 Accounting, Auditing & Evaluation 3 credit hours

Businesses have access to financial statements, cash flow reports, annual audits, etc. What does this information mean? What type of data is needed for specific types of decisions? This course will lead the learner through data evaluation exercises with a focus on "what if" scenarios for current and future financial projections. The learner will also learn key financial indicators which communicate strengths and weaknesses in the financial model, such as over or under budgeting, misappropriation of funds, non-traditional indicators, etc. Additionally, the course will focus on the presentation and interpretation of financial data for different audiences, such as clients, funders or external auditors / evaluators.

BUSA 6353 Next: Growth, Succession & Failure 3 credit hours

How many successful businesses plan to be overly successful? Who is going to take over from the founder upon retirement, illness, death or scandal? How will the entity recover from failure? All three of these risks are possible, and must be mitigated through effective business planning with the appropriate perspectives from law, insurance, public relations, etc.

BUSA 6361 Business Law, Contracts and Negotiating 3 credit hours

Everyone does not approach business from the Christian perspective. The law, US or International, the contract and the negotiating process provide protections for business to be done legally, but not always ethically. This course will review the basics of business law and contract negotiations. Issue of intellectual property and public domain will also be covered.

BUSA 6362 Tech Business 3 credit hours

Technology will be a part of any successful business even if technology is not the product or service. Without an understanding of technology your business could be vulnerable to attack, underprepared to compete in the marketplace and not able to grow or pivot when needed. This course will introduce the learner to the typical business technologies for regular operations, cyber security, basic website and app development, and social media as a business platform.

BUSA 6352 Capstone: Dream Big Using Entrepreneurial Thought & Action 3 credit hours

The Entrepreneurial Thought and Action Techniques will be used to develop and expand solid business plans around your BIG dream / idea. The course will culminate in a business, product or service launch.

The Work Program

Participation

Participation in the PQC Work Program is mandatory for all full-time residential students. During the academic year, all students living on-campus work 10 – 15 hours per week for 15 weeks in either on- or off-campus jobs, totaling 150 – 200 work hours per semester. Freshmen and sophomores typically work on-campus and upper-class students are matched with employers off-campus in their chosen career field. At the start of each semester, a tuition credit in the amount of $2,500 is directly applied to the student's account to help offset the cost of education ($5,000 per academic year). Students must complete their work hour requirement prior to the last day of work each semester in order to retain the full tuition credit. Additionally, students may be eligible to earn a $500 - $1,000 cash stipend to be used as they choose ($1,000 - $2,000 per academic year based on their work assignment).

Participation in the work program looks different for each student depending on the student's skill level, interest, our campus needs and the needs of our corporate partners. One student may assist administratively in the Registrar's Office, while another reaches beyond the gates of PQC through involvement in the Corporate Work Program. With more than 35 work stations to choose from, our goal is to lead by example by returning our students to their families and communities, better and more well-rounded than we found them.

Structure and Operations of the Work Program Office

The Paul Quinn College Work Program Office is staffed by the Dean and Assistant Dean of the Work Program who:

1. Provide leadership and management of all work program operations and programming
2. Assign students to on and off campus positions
3. Monitor students' progress towards completing semester work hour requirements
4. Address student work performance concerns
5. Coordinate evaluations and assessments
6. House student work records

The Work Program Office collaborates with the Enrollment Management, Financial Aid, and Business Offices to identify program eligible students, apply the tuition assistance grant and work study funds to students' aid packages, pay students on a monthly basis, and calculate work program balances for non-compliant students.

Student Evaluations

Students are assigned to supervisors who act both as a manager and professional mentor. Interns receive formal work performance evaluations at the end of each semester. The ratings on the final evaluations are used to calculate grades for interns, which are placed on transcripts.

Supervisors regularly provide students with constructive feedback throughout the school year; however, students receive formal performance evaluations at the end of each semester. Students receive letter grades, "A" through "F", based on the degree they fulfill the following expectations and skills:

- Attendance/Punctuality
- Accountability
- Initiative/Willingness to Learn
- Teamwork/Attitude
- Prideful Workmanship/Presentation
- Response to Supervision

- Workplace Culture, Policy and Safety
- Communication
- Problem Solving
- Critical Thinking

Final evaluation grades are reported on students' work transcripts but do not factor into academic grade-point averages.

Similar to the on-campus component, the Corporate Work Program (see below) is an educational program as well as being a financial assistance program for students. Because of this important goal, corporate partners are asked to ensure that interns who work for them are given meaningful, substantial work that challenges them on a daily basis.

Work Program Evaluations

Students will have the opportunity to evaluate their work stations, supervisors and the Work Program at the end of the academic year by completing the ***Work Program Evaluation***. These evaluations are vital to assisting the Work Program Office with improving the quality and effectiveness of the program. All students must complete the Work Program Evaluation in order to enroll in the work program the following academic year.

Work Program Transcript

Paul Quinn College is developing a Work Program transcript that will track each student's progress starting in the 2017-2018 academic year for students to provide to future employers as evidence of their acquired skills and past evaluations. This component of the Work Program will provide PQC students with a professional advantage in a competitive work environment and communicate to potential employers that our students have been invested in, mentored, trained and developed.

To that end, each work station is staffed with a supervisor who is committed to ensuring that students perform their jobs well. More importantly, supervisors are primarily charged with developing and mentoring students through uplifting instruction and modeling positive behaviors and attitudes. In some instances, upper level students may also act as student supervisors, especially those students who have proven themselves as leaders in the Quinnite Nation and those who have performed exceptionally well in previous work assignments.

Work Program Discipline

Students can be penalized for not meeting work performance expectations and for not complying with Work Program policies. Supervisors are authorized to give students an initial written warning. Warnings follow students throughout a semester and three (3) written warnings will result in a student being suspended from the work program. Previously issued warnings will be forgiven at the beginning of a new semester, unless a student has been suspended from the Work Program or placed on Work Program probation. Students may appeal warnings by submitting a formal written appeal to the Dean of the Work Program. A student who is terminated from a Corporate Work Position will be disciplined under the Work Program Rules, and the PQC Student Code of Conduct. Termination from employment will result in suspension from the campus of Paul Quinn College.

Student Grievance Procedures

Students may appeal their probation, suspension, or expulsion status. Appeals must be written and submitted to the Dean of the Work Program and the President of the College within 48 hours after the warning was issued. The student worker will be notified as to whether his appeal is granted and no disciplinary actions will be taken while the request for appeal is being considered.

In order for an appeal to be granted, a student must prove one or more of the following:

1. The punishment is excessively harsh considering the work violation;

2. Improper procedures were followed;
3. He/She is not guilty of the work violation or behavior that precipitated the punishment.

Corporate Work Program

Like the on-campus component of the program, the Paul Quinn College Corporate Work Program (Corporate Work Program) is designed to give Paul Quinn students the opportunity to explore various career options prior to graduation and to receive one-on-one professional mentoring through internships at local businesses and organizations. Businesses and organizations desiring to hire interns through the Corporate Work Program must agree to provide funds that are applied directly towards an intern's tuition and supplement cash stipends.

After assessing a student's level of work readiness, work program staff determine the best placement for the student based on their major and their personal career goals. The most qualified students are identified for Corporate Work Program, the off-campus component of the Work Program. Corporate Work Program students work 16 –20 hours per week, totaling 200 hours each semester. Interns work throughout the Dallas-area in various industries, including non-profit organizations and government agencies. Similar to on-campus work program students, corporate work program students are required to complete their work hour requirement, 400 hours, each academic year in order to earn the full $5,000.00 tuition assistance grant. No student intern in the program may work less than 16 hours each week and must not work more than 20 hours each week.

Corporate Work Program student interns are selected on the basis of their prior performance record in the work program, their academic performance and their demonstrated leadership on campus. The College strives to find interns that match the qualifications and backgrounds described by corporate partners. While Paul Quinn selects students who are eligible to participate in the program, corporate partners may interview and vet interns prior to hiring. All student interns are screened and are required to attend training before they are fully admitted into the Corporate Work Program and matched to corporate partners. The Work Program Office reserves the right to dismiss a student from the Corporate Work Program at any time before placement or during the internship period.

Interns are expected to arrive on time for all scheduled shifts. If a student is unable to make it to work, he/she is required to provide his/her supervisor with proper notice of his absence, as well as the Dean of the Work Program. Interns are expected to arrange to make up any missed hours with supervisors as soon as possible after returning to work.

If an intern does not complete his/her required hours by the end of the fall semester, he/she may either arrange with his/her supervisor to make up hours over Winter Break or arrange to make up his/her hours over the course of the spring semester. Interns who choose to make up hours over the Winter Break must complete all of their hours before December 18th. Any remaining unworked hours must be completed during the spring semester or by May 31st.

While the College endeavors to assist students with transportation to and from their off-campus work assignments, it is ultimately the responsibility of the student interns to ensure they arrive to work on time for every scheduled shift.

Student interns are required to comply with the guidelines of both the Work Program and the rules, regulations and policies of the business or organization to which they are assigned.

Interns will be evaluated by their Corporate Work Program supervisors at the end of each semester and will receive grades based on their evaluation scores.

A student who is terminated from a Corporate Work Position will be disciplined under the Work Program Rules, and the PQC Student Code of Conduct. Termination from employment will result in suspension from the campus of Paul Quinn College.

Campus and Student Life

Campus Life

The ***Paul Quinn College Student Handbook*** provides detailed information and expectations about rules and regulations that govern student behavior and the student experience on the Paul Quinn College campus. All students are expected to read and familiarize themselves with the Student Handbook and learn what is expected of them as a Quinnite. However, some information with the Handbook impacts the classroom and academic experience and as such is included here as well.

Annual College Events

New Student Orientation

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

Heritage Bell Ceremony

The Heritage Bell is an important historic symbol of Paul Quinn College. It has become a tradition that new students touch the bell as they enter the College during orientation and departing students touch it again during commencement exercises.

Fall Convocation

Fall or Opening Convocation is typically held within the first three weeks of the fall semester. Faculty and staff wear regalia and student organizations and athletics teams are recognized and introduced to the campus community. Invited speakers are asked to challenge students to set goals for the academic year and plan and work toward success on a daily basis.

Homecoming Week

Homecoming is a time when the Paul Quinn College family, students, alumni, faculty, staff, and friends come together for an annual reunion and celebration. It is marked by a variety of activities, which may include, the Homecoming Convocation, coronation of Miss Paul Quinn College, crowning of the Homecoming King and Queen, tailgating, and Men's and Women's Basketball Competitions.

Founder's Day

Founder's Day is celebrated to commemorate the founding of the college. It includes scheduled events, such as convocation, where alumni participate and interact with students.

Honors Convocation

Honors Convocation is an annual celebration honoring student academic excellence. Students whose grades places them on the President's List or Vice President of Academic Affairs' List are recognized as are members of academic honor societies.

Springfest

Springfest, usually celebrated in April, can be described as a spring Homecoming. Like Homecoming Week in the fall semester, Springfest includes a campus-wide church outing, a service project and multiple social activities throughout the week.

Baccalaureate Ceremony

The Baccalaureate Convocation is a prayer service in honor of the graduating class held the day before Commencement. Graduates, alumni, faculty and staff participate in the prayers for the past, present and future of Paul Quinn College and its graduates. The family and friends of graduates are invited guests.

Commencement

The Commencement Convocation is the highlight of the Quinnite Experience. The Board of Trustees confers degrees three time per year, however, one commencement ceremony is held the first Saturday in May. Only students who have completed all academic requirements and met all financial obligations to the College will be cleared to participate in the graduation ceremony.

Campus Special Events Announced as Mandatory

Periodically, the campus will hold events, such as Voices that Matter or a Town Hall, that will be announced as mandatory. Students should expect to receive a fine if they do not attend a mandatory event. Students with direct work conflicts or other extenuating circumstances should contact the Dean of Students or the President's Office before the event to inquire if their absence might be excused.

Creating A Culture of Excellence in the Classroom

Children on Campus

The College campus is open to children for a variety of official events. However, children and minors must be accompanied by a parent or guardian at all times. Children are NOT allowed to attend class sessions, with or without, their parent or guardian. Due to liability and safety concerns, students who bring children to class will be asked to leave class.

Classroom Etiquette

The classroom is an exciting, energetic, and engaging environment conducive to learning. Students and instructors are expected to engage in a wholesome cooperative learning experience. Students are expected to behave as responsible adults and maintain an attentive posture in the classroom. They are expected to show respect for their peers and their instructors at all times. The following behaviors and restrictions should be observed:

- Attend class regularly;
- Be on time for class;
- Bring necessary textbooks and materials to class;
- Dress for success (Follow the PQC dress code);
- Come to class prepared;
- Be prepared to take notes when class begins;
- Complete assignments on time;
- Do not plagiarize any of your work;
- Do not use cell phones or other electronic equipment other than for class purposes;
- Do not talk out of turn, pass notes, or send text messages during class;
- Do not fall asleep during class;
- Do not use obscenities, threaten, or engage in offensive behavior;
- Do not use violence, intimidation, abuse, or destructive behavior in or out of class.

-Adapted from Jennifer Hurd, *Campus Companion*

Dress Code Policy

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

Hats, hoods, headscarves, pajamas, house shoes and do-rags are forbidden inside of all campus buildings. Such attire is limited to the residence hall only. Any student found to be in violation of this guideline may be subject to disciplinary action per the rules of the Student Code of Conduct.

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

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

Appropriate attention should be given to personal cleanliness and good grooming, including hair. Students are to present a clean, neat and orderly appearance representative of the College's mission and values. It is the responsibility of the individual student to alert faculty and staff of special medical conditions that could prevent them from completing the standard dress code violations sanctions.

Note: Public display includes any location on the campus or at College sponsored off-campus events. Paul Quinn College will not be held responsible for any injury that occurs while completing the dress code violation sanctions.

A person is guilty of violating the school's business casual dress code policy if they are found wearing clothing that is considered outside of the mandatory dress policy when the dress code is in effect. The President's Office formally announces any changes or relaxations of the dress code.

Any student found to be in violation of the dress code policy will receive one of the following penalties:

1) A $250 fine; or
2) A test of physical endurance.

Campus Safety Plan

Mental Health Response Policy

All students are governed by the Paul Quinn College Student Code of Conduct and are held to the standards and guidelines of expected behavior and interactions with fellow students, College employees and campus guests. This extends to instances involving a student who may be suffering a mental health crisis.

In the event a student is in danger of harming themselves, or a fellow classmate, employee or guest of the College, the College will act to protect the student and the campus community. Initial crisis response is

directed to stop any one from being harmed, and to prevent an ongoing risk of harm. A College Official, such as a Security Officer or Residence Hall Staff, may issue a verbal request to attempt to remove a student from a situation which may escalate. The student may be referred to or escorted to the campus Health & Wellness Office for assistance, or to an on-campus advisor for further steps to be taken to ensure the mental health wellness of the student.

The College must make a real-time decision to engage assistance from emergency medical personnel and/or the local police if verbal requests to deescalate a situation do not help. Also, a student in crises may not be able to clearly respond to requests for information about their behavior or mind set. When necessary to protect a student and/or the campus environment, emergency medical or police assistance may be requested to assist the student in crisis, and to remove the student from the College related activity or event, campus building, including the dormitory, or from the College Campus. Such a decision is not made in haste and is not taken lightly, and will be made to protect the student and the campus community. The College is not responsible for the outcomes, such as cost, which may result from the College's request to medical personnel or local police for assistance. The College will assist the student in addressing academic issues created from class absences by communicating with faculty, or approving course(s) withdrawal, if necessary.

A student who exhibits behavior outside of their normal character, or behavior which is disruptive, in class, in the residence hall, or campus environment, may be referred to campus health services with, or without the student's knowledge. Campus health services will contact the student. The individual circumstances of the situation will be evaluated to determine the best course of action to ensure the student is healthy and safe.

In response to a mental health crisis, Paul Quinn College may limit the involved student from residing in on-campus housing, from returning to class or campus activities, or re-enrolling in a future semester. This policy applies to students who have disclosed a formal mental health diagnoses, and to those with no formal medical history of mental health issues on file at the College.

The FERPA law which protects the privacy of college students applies to a student who may be experiencing a mental health crisis. However, the College will act to protect or provide assistance to a student experiencing a medical or mental health crisis by contacting medical personnel or local police. Once able, the College will obtain a FERPA release from the involved student, or the College will assist the student to contact family members with details on their status.

Recommendations for Flu Season

Self-Isolate

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

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

High-Risk Students or Staff

If you become ill with flu-like symptoms, you should speak to your health care provider as soon as possible.

Hand Hygiene and Respiratory Etiquette

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

Routine Cleaning

Keep all high-touch surfaces clean. The college provides routine cleaning of public or shared areas one time per week, and as needed.

For More Information:

Campus Facilities & Security Manager
214.379.5403 – Direct Line
facilities@pqc.edu

Active Shooter

If you witness the incident:

- Call 911 + Security, 214.379.5599.
- Be prepared to give details such as location, suspect description, how many people are involved, type of weapon (handgun, etc.).
- If possible, safely exit the building, or seek immediate shelter behind a locked door/barricade and warn others.
- Stay away from windows.
- Turn cell phones to silence and turn computers off.
- Direct people to remain in locked classrooms or offices. Remain in locked classroom or office until "all clear" is given by college officials or emergency personnel.
- Only as a last resort, if the suspect enters your room, talk to the attacker. Talk about the good part of your life, i.e. your faith, your family, your dog, etc.
- Remain calm at all times.

Fire Alarm Procedures

To report an emergency:

Call (911) and Campus Security at 214.379.5599.

If you hear a **fire alarm**:

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

If you discover a **fire**:

Activate the nearest fire alarm.
Call 911+ Security 214.379.5599.
Notify others in the area.
Evacuate to an open area at least 100 yards away upwind from the affected building
Remain in a safe location until "all clear" is given by college officials or emergency personnel.

Bomb Threat/Explosions

If you receive a bomb threat collect as much information as possible from caller.

When a threatening call is received, attempt to learn the following:
When is the bomb set to go off?
What is the explosive?
What does it look like?
Where in the building is it?
What does the person's voice sound like? (man, woman, child, accents, etc.)
Were there any identifiable sounds in the background?
What is the exact wording of the threat?
Immediately after receiving the threat:
Call 911 + Security 214.379.5599.
Notify others in the area.

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

If a bomb is found, isolate the area:

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

Tornado

Tornado Watch

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

Tornado Warning

Definition: A tornado has been spotted in the area or has been indicated by radar.

Campus Security will monitor weather conditions. Campus administration will be notified upon the issuance of a tornado watch.

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

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

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

Discrimination, Harassment and Sexual Misconduct

Discrimination Policy on the Basis of Sex, Disability, Race, Color or National Origin Policy Statement

Paul Quinn College does not discriminate on the basis of race, color, religion, sex, sexual orientation, or national or ethnic origin in administration of its educational policies, admissions policies, scholarships and loan programs and athletic and other school-administered programs. No disabled person is, on the basis of the disability, excluded from participation in, denied benefits of, or otherwise subjected to discrimination under any program, employment, or activity at Paul Quinn College.

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

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

Paul Quinn College, for the purpose of this policy, defines the following terms:

1. **Sexual Misconduct:** Sexual misconduct is defined as an action taken or situation created intentionally to produce psychological or physical discomfort, embarrassment, or ridicule. It may be characterized by, but not limited to:
    a. Unwelcome sexual advances;
    b. Unwelcome requests for sexual favors;
    c. Conduct (verbal or physical) of a nature that is intimidating, demeaning, hostile, or offensive;
    d. Unwelcome and inappropriate touching, patting, or pinching and obscene gestures;
    e. Threats or insinuations that a person's employment, graduation or other conditions of employment or academic life may be adversely affected by not submitting to sexual advances.
2. **Disability:** Paul Quinn College defines disability as a person who has a physical or mental impairment that substantially limits one or more major life activities; has a record of such impairment; or is regarded as having such impairment.
3. **Age Discrimination:** Paul Quinn College defines age discrimination as denying or limiting individuals in their opportunity to participate in any program or activity because of their age.

Responsibilities

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

Complaint Procedures

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

Complaints of gender-based discrimination, including sexual misconduct, will be submitted to the Title IX Coordinator for review and investigation. The Title IX Guidelines are explained in the following section.

Informal Resolution

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

Basic steps in the informal process include:

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

Formal Resolution

Any student who believes the informal process explained above cannot, or did not resolve their concerns, the formal complaint resolution process should be followed. To the extent possible, the student should file a written complaint within one week of the alleged incident with the Dean of Students. The written complaint must point out when the alleged incident occurred, the name of the alleged violator, name(s) of witnesses to the alleged practice, if any and exactly what the alleged violator said or did. Forms for a complaint can be obtained from the Dean of Students.

This grievance procedure deals with violations of College policy, including discrimination based on age, race, national origin, religion, disability or age. Complaints of gender-based discrimination, including sexual misconduct fall under the Title IX Guidelines and are reported to the Title IX Coordinator for review and investigation.

Students who file a formal complaint must follow these steps:

1. Students will make said discrimination known to the Dean of Students, by submitting a written description.
2. If a member of the Dean of Students' CEEL staff is the discriminator, then the complaint should be filed with the Vice President, or President's Office. The student is always free to make such complaints directly to the President, who will direct the investigation to the appropriate person.
3. An immediate investigation will be conducted and, if the charges are not resolved to the student's satisfaction at this level, the matter will be elevated to the Office of the President.
4. Confidentiality will be maintained, to the extent possible, but the accused has the right to face the accuser in a hearing.
5. If the student is still dissatisfied, they may appeal directly to the President in writing. The President will make a final determination.

Complaints of gender-based discrimination will be submitted to the Title IX Coordinator for review and investigation.

Complaint Procedures for Non-Discrimination Matters

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

1. The student will file the complaint in written form (Student Request for Resolution to the Dean of Students or the Student Request for Academic Resolution to the Vice President of Academic Affairs) within one week of the incident or otherwise as soon as possible.
   Complaints - Any member of the college community may file complaints with the Dean of Students against a student or registered student organization for conduct or activities in violation of this code. All complaints must be written and cite:
   a. Name of person making the complaint, the student or approved student organization accused and witnesses, if any;
   b. Nature of charge and conduct in violation of this code; and
   c. All other relevant information pertaining to the charge.
2. The Dean of Students will follow through with an investigation of the alleged complaint and file charges once agreed upon by the parties involved. The Dean of Students will present the complaint to the President.
3. Confidentiality will be maintained; to the extent possible, however, it should be known that the individual who the complaint was filed against has the right to face his or her accuser.
4. The complaint should be resolved within 10 working days from the time the written complaint is filed.
5. If a student finds that the response to the complaint is unsatisfactory, the student may appeal directly to the president in writing. The President will conduct an appropriate determination and make a final determination.

Disciplinary Proceedings

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

If any student is accused of a violation of any of these rules or is subject to a written charge, they are guaranteed a review and investigation to start and conclude within a reasonable amount of time. When a student is accused of violating a section of the Student Code of Conduct, a complaint is issued against the student through the Dean of Students. The dean will determine if the complaint(s) has merit and conduct any necessary preliminary investigation. The dean will then adjudicate the case. When the preliminary investigation is not conclusive, the dean will dismiss the case or determine disciplinary sanctions. The student has a right to appeal any decision of the dean to the President of the College.

Appeals

When a student is dissatisfied with a decision of Dean of Students, a request for an appeal should be made in writing to the dean within forty-eight (48) hours (or longer if there are reasonable grounds for the delay) after the date of notification of the sanction or penalty. The Dean of Students will then direct the appeal to the President of the College. The president may grant the appeal if one or more of the following reasons are justified in the written request:

1. New evidence or witnesses;
2. Improper investigation and/or adjudication procedures;
3. Sanctions too punitive for offense; and
4. Bias.

The President may:

1. Sustain the action of the Dean of Students;
2. Add to the action of the dean;
3. Return the case to the dean for further deliberation on new evidence not available to her/him at the time of its actions;
4. Turn over the case to a disciplinary committee for further deliberation;
5. Recommend a reduction of the penalty based on too punitive for offense;
6. Exonerate student from charges and penalties.

Students requesting an appeal may continue to attend class and other activities until notified in writing by the President or the Dean of Students. Neither the student nor the college may have legal counsel present during meetings of the disciplinary committee.

Harassment

A person is in violation of harassment when:

- They engage in behaviors less than physical—in person, by email, by phone/text, or through social media—which create an environment of intimidation. This includes group intimidation and bullying.
- They create a condition that unnecessarily endangers or threatens the health, safety or well-being of other persons or property on college property.

Sexual Misconduct, Abuse or Assault of Another Person

A person is guilty of sexual misconduct/abuse/assault when:

- They touch another person in a sexual manner without penetration without consent.
- They intentionally sexually assault or rape any person; this includes date or acquaintance rape defined as forcible, nonconsensual sexual intercourse perpetrated by a person known to the victim and with whom the victim is voluntarily engaged in a social interaction, on or off college property.

About Title IX

Title IX of the Education Amendments of 1972, 20 U.S.C §1681, prohibits discrimination based on gender in all programs or activities that receive Federal financial assistance. Title IX also includes sexual harassment, same gender harassment as well as student to student harassment.

Title IX forbids sex discrimination in all college student services and academic programs including, but not limited to, admissions, financial aid, academic advising, housing, athletics, recreational services, college residential life programs, health services, counseling and psychological services, Registrar's office, classroom assignments, grading and discipline.

Title IX also forbids discrimination because of sex in employment and recruitment consideration or selection, whether full time or part time, under any education program or activity operated by an institution receiving or benefiting from federal financial assistance ("recipient").

Title IX Rights and Responsibilities

Title IX requires Paul Quinn College to respond to harassment on the basis of sex, which includes sexual harassment, sexual violence, domestic violence and stalking.

The College must:

- Investigate what happened.
- Take appropriate steps to resolve the matter, doing its best to eliminate the harassment, prevent recurrence and remedy effects even if no formal complaint has been made or when a person making a complaint does not wish to further participate in the process.
- Take interim measures during the investigation to prevent potential further harassment.

Retaliation for filing a complaint is prohibited under Title IX. The College will take acts of retaliation seriously and promptly respond accordingly.

For more information, or to file a formal report, contact:

Title IX Office

Dr. Kizuwanda Grant
Chief Administrative Office / Title IX Coordinator
Adams 307
214.379.5500

Student Experience and Athletics

Mr. Brian Evans, VP for Student Experience and Athletics
SUB 200
bevans@pqc.edu

If you are dissatisfied with the College's response to your situation, you may contact:

TDD: 800-877-8339
Office for Civil Rights
Dallas Office
U.S. Department of Education
1999 Bryan Street, Suite 1620
Dallas, TX 75201-6810
Telephone: 214.661.9600
Facsimile: (14.661.9587
Email: OCR.Dallas@ed.gov

You can also file a complaint online, visit: http://www2.ed.gov/about/offices/list/ocr/complaintintro.html

Pregnancy

Pregnancy is protected under Title IX of the Education Amendments of 1972 and the College does not discriminate in its programs or activities because of pregnancy.

Students who are expectant mothers must inform the College's nurse immediately upon learning of the pregnancy. Failure to inform proper authorities of the College of a pregnancy while living in campus housing

will result in required withdrawal from the residence hall. Providing false information will result in immediate removal from the residence hall.

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

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

Support

Need support without filing a complaint? Services are available:

Talk to a counselor who can support victims/survivors. You can contact:

UT Southwestern Mental Health Services in the PQC Student Union Building Room 202

214.743.1261

Dallas Area Rape Crisis Center

972.641.7273

Parkland Rape Crisis

214.590.0430

National Sexual Assault hotline

800.656.HOPE (4673)

Visit any of the following online:

National Sexual Violence Resource Center	www.nsvrc.org
Dallas Area Rape Crisis Center (DARCC)	www.dallasrapecrisis.org
RAINN, Rape Abuse & Incest National Network	https://rainn.org
The Anti-Stalking Web site	www.antistalking.com

If you want to notify the police, please contact your local law enforcement precinct or dial 911 if you have an emergency. You can report the assault even if you don't want to press charges.

PREVENTING CHILD ABUSE AND MOLESTATION

In Texas, anyone who suspects that a child is being abused or neglected has a legal obligation to report it. Mandatory reporters are required to report allegations immediately, within 48 hours of first suspecting abuse or neglect. By law, when children are involved, mandatory reporters may not delegate the duty to report to another person or entity or rely on another person or entity to make the report.

A mandatory reporter is anyone who is licensed or certified by the state or works for an agency or facility licensed or certified by the state and has contact with children as a result of their normal duties. Any child on the campus of Paul Quinn College would be protected by this Texas State Policy.

On the campus of Paul Quinn College, mandatory reporters include any and all employees, full time and part time, and independent contractors:

WHAT INFORMATION DO I NEED TO MAKE A REPORT?

- The names of as many household members of the alleged victim as possible
- The name(s) of alleged perpetrator(s)

- The names of any other people ("collaterals") who may have information about the alleged abuse or neglect

For each of the persons above, please provide as much of the following information as possible:

- Name, date of birth (preferred) or age, Social Security number, race/ethnicity, and marital status
- Home address, contact phone number(s)
- Work/school/daycare name, address, and phone number
- Special needs
- Concerns and specific details about the abuse and/or neglect

I. What if I am not sure if it's abuse or neglect?

While it would be ideal to have a clear-cut guide that would determine whether any given situation constitutes abuse or neglect, there are many factors that determine whether a situation warrants an investigation. When in doubt, always err on the side of the child's safety by making a phone or Internet report to the Texas Abuse Hotline.

II. HOW DO I MAKE A REPORT?

Telephone

You may call the Texas Abuse Hotline at **1-800-252-5400** to report abuse or neglect. The hotline is answered by the Department of Family and Protective Services (DFPS) Intake Specialists (who are all degreed professionals) 24- hours a day, 365-days a year.

If the child is in immediate danger, call 9-1-1 or your local police first, then call the Texas Abuse Hotline to make a report.

Internet

You may also report your allegations to DFPS through the Internet at http://www.txabusehotline.org. If you choose to submit an internet report, you must provide your name and a valid e-mail address.

The Internet Reporting System should **NOT** be used in urgent or emergency situations, including but not limited to:

- Injuries to a child 5 or under
- Serious injuries to any child
- Immediate need for medical care (including a suicidal child)
- Sexual abuse where the perpetrator has access, or will have access, to the child within the next 24 hours
- Children 5 and under who are alone, or are likely to be left alone, within the next 24 hours
- Any other situation you feel requires a response in less than 24 hours

In Texas, anyone reporting allegations of abuse or neglect to the Texas Abuse Hotline or www.texasabusehotline.org is immune from civil or criminal liability as long as the report is made in good faith. A reporter's name is also confidential and will not be provided directly to the accused person by any DFPS employee.

However, DFPS is required to disclose a reporter's identity to law enforcement when they initiate a criminal investigation into the allegations of abuse or neglect; to a court if instructed to do so under a court order; or to another state agency if the matter that you are reporting falls under their jurisdiction.

DFPS is required to automatically notify law enforcement in writing of *all* reports of child abuse or neglect. However, the reporter's identity and contact information is **not** disclosed during these routine notifications. **A reporter's identity will only be disclosed if one of the above scenarios applies.**

III. HOW DO I KNOW IF IT'S ABUSE OR NEGLECT?

DFPS uses definitions of abuse and neglect found in the Texas Family Code (TFC): http://www.statutes.legis.state.tx.us/Docs/FA/htm/FA.261.htm

DFPS defines abuse and neglect as the following acts or omissions by a person:

Physical injury that results in substantial harm to the child, or the genuine threat of substantial harm from physical injury to the child, including any injury that is at variance with the history or explanation given. This does not include an accident or reasonable discipline by a parent, guardian, or managing possessory conservator that does not expose the child to a substantial risk of harm. *See* TFC 261.001 (1)(C).

Sexual conduct harmful to a child's mental emotional, or physical welfare, including conduct that constitutes the offense of continuous sexual abuse of young child or children under Section 21.02, Penal Code, indecency with a child under Section 21.11, Penal Code, sexual assault under Section 22.011, Penal Code or aggravated sexual assault under 22.021, Penal Code. *See* TFC 261.001(E).

Mental or emotional injury to a child that results in observable and material impairment in the child's growth, development, or psychological functioning. *See* TFC 261.001(1)(A) & TFC 261.001(1)(B).

Neglect includes the following acts or omissions by a person:

Placing a child in or failing to remove a child from a situation in which a reasonable person would realize requires judgment or actions beyond the child's level of maturity, physical condition, or mental abilities and that results in bodily injury or a substantial risk of immediate harm to the child. *See* TFC 261.001(B)(i).

Failing to seek, obtain, or follow through with medical care for a child with the failure resulting in or presenting a substantial risk of death, disfigurement, or bodily injury or with the failure resulting in an observable and material impairment to the growth, development, or functioning of a child. *See* TFC 261.001(B)(ii).

The failure to provide a child with food, clothing, or shelter necessary to sustain the life or health of the child, excluding failure caused primarily by financial inability unless relief services have been offered and refused. *See* TFC 261.001(B)(iii).

Gun and Smoke Free Environment

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

Paul Quinn College is committed to providing a safe campus environment and has opted out of Texas Senate Bill No. 11. The college prohibits students, employees, visitors and guests from carrying concealed or unconcealed handguns on campus.

Information Technology (IT) Office

Student Electronic User Accounts (Email, Colleague, Canvas)

PQC student electronic user accounts, specifically the MS Outlook Email, CAMS Student Portal and CANVAS Learner Management Platform, assigned to students shall be considered the official method of communication from college faculty, staff and administrators to faculty, enrolled students and staff members, either collectively or individually. PQC electronic usernames, passwords, access and their contents are owned by the College. If necessary, the College will access PQC electronic user accounts to determine the source or extent of data security breaches.

It is the responsibility of each enrolled student to check for and appropriately respond to all email messages on a regular and frequent basis. College officials will use the College's communication system to communicate official messages about event dates, new policies, handbook dates, career fairs and job announcements, residence hall and all town hall meetings and other messages deemed important to student life.

Students are responsible for protecting username and passwords assigned to them for the use of the campus email system, the CAMS Student Portal and the CANVAS system. Paul Quinn College is firmly committed to data security. Students are advised to update their passwords on a regular basis. To restrict unauthorized access and to ensure data integrity and security, Paul Quinn College implements physical, electronic and administrative policies and procedures intended to safeguard information the College collects and/or stores. **However, the College cannot assure or warrant absolute data security.**

ID Cards

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

Printing and Copying

Students may print a limited number of pages for academic and/or campus life purposes in the open computer labs on campus. Print jobs are connected to the individual currently logged into a campus computer. Excessive print jobs will be tracked and printing privileges may be terminated. Faculty are encouraged to accept electronic assignments to alleviate the cost of unnecessary printing.

Complaint with The Texas Higher Education Coordinating Board

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

The Texas Higher Education Coordinating Board Student Complaints Overview

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

How to submit a student complaint: After exhausting the institution's grievance/complaint process, current, former and prospective students may initiate a complaint with THECB by sending the required forms either by electronic mail to StudentComplaints@thecb.state.tx.us or by mail to: Texas Higher Education Coordinating Board College Readiness and Success Division P.O. Box 12788 Austin, Texas 78711-2788. Facsimile transmissions of the forms are not accepted.

All submitted complaints must include a ***Student Complaint Form***, a signed ***Family Educational Rights and Privacy Act (FERPA) Consent and Release Form*** and a ***THECB Consent and Agreement Form***. Submitted complaints regarding students with disabilities shall also include a signed Authorization to Disclose Medical Record Information form. Links to the forms are available on the Paul Quinn College Web site under "Complaint Procedures":

The following forms are required to start the complaint process:

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

The Agency does not handle, investigate, or attempt to resolve complaints concerning actions that occurred more than two years prior to filing a student complaint form with the Agency, unless the cause of the delay in filing the student complaint form with the Agency was the complainant's exhaustion of the institution's grievance procedures.

Former students shall file a student complaint form with the Agency no later than one year after the student's last date of attendance at the institution, or within six months of discovering the grounds for complaint, unless the cause of the delay in filing the student complaint form with the Agency was the complainant's exhaustion of the institution's grievance procedures.

Process: The first step in addressing a complaint is to follow your institution's complaint procedures. If your institution is unable to resolve the matter after you have exhausted their complaint and appeal processes, you may file a complaint with this Agency. Once the Agency receives a student complaint form, the Agency may refer the complaint to other agencies or entities as follows:

THECB will refer complaints alleging that an institution has violated state consumer protection laws to the Consumer Protection Division of the Office of the Attorney General of Texas for investigation and resolution and will refer complaints pertaining to a component institution in a university system to the appropriate university system for investigation and resolution (e.g., complaints pertaining to an institution in the University of Texas System, Texas A&M University System, University of Houston System, University of North Texas System, Texas Tech University System, or Texas State University System shall be referred to the appropriate university system for investigation and resolution).

Further, if THECB determines that a complaint is appropriate for investigation and resolution, by the institution's accrediting agency or an educational association such as ICUT (Independent Colleges & Universities of Texas, Inc.), the Agency may refer the complaint to the accrediting agency or educational

association. THECB has the right to adopt any decision made by the accrediting agency or educational association and may terminate the referral of the complaint to those entities at any time and proceed to investigate and adjudicate the complaint.

If a student complaint concerns compliance with the statutes and regulations that THECB administers and the complaint has not been referred to another entity, THECB will initiate an investigation. Prior to initiating an investigation, however, the student must exhaust all grievance/complaint and appeal procedures that the institution has established to address student complaints and provide documentation to THECB of such exhaustion.

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

Directory

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Dr. Paola Esmieu, Vice President, Work Program
Dr. Kizuwanda Grant, Chief Administrative Office, Academic Officer & Title IX Coordinator
Mr. Yanek Michel, Chief Financial Officer
Mr. Brian Evans, Vice President for Athletics & Student Experience

Chronicle of AME Bishops of Texas

Jabez P. Campbell	1866-1868	John A. Gregg	1948
James A. Shorter	1868-1872	Joseph Gomez	1948-1956
John M. Brown	1872-1876	Howard Thomas Primm	1956-1960
Thomas H.D. Ward	1876-1880	William F. Ball, Sr.	1960-1964
Richard H. Cain	1880-1884	Odie Lee Sherman	1964-1972
Alexander W. Wayman	1884-1888	John Hurst Adams	1972-1980
Abram Grant	1888-1892	Henry Wendell Murph	1980-1984
Benjamin F. Lee	1892-1896	Rembert E. Stokes	1984-1988
Josiah H. Armstrong	1896-1898	James Haskell Mayo	1988-1989
Moses B. Salter	1898-1904	Robert Lee Pruitt	1989-1991
Evans Tyree	1904-1912	John R. Bryant	1991-2000
Charles S. Smith	1912-1916	McKinley Young	2000-2004
Joshua H. Jones	1916-1920	Gregory G.M. Ingram	2004 – 2012
William D. Johnson	1920-1928	Vashti Murphy McKenzie	2012 – 2022
William S. Brooks	1928-1934	Adam J. Richardson, Jr.	2022 – 2024
George B. Young	1934-1948	Ronnie E. Brailsford	2024 - present
Henry Y. Tookes	1948		

Presidents of Paul Quinn College

Bishop J. M. Brown (1872-1876)
Bishop R. H. Cain (1876-1880)
H. T. Keiling (1880-1883)
I. M. Burgan (1883-1891)
N.A. Banks (1891-1892)
H. T. Keiling (1892-1896)
I. M. Burgan (1896-1904)
W. J. Laws (1904-1908)
D. A. Butler (1908-1911)
I. M. Burgan (1911-1914)
J. K. Williams (1914-1924)
J. F. Williams (1924-1926)
N.A. Banks (1926-1928)
Dean Mohr (1928-1932)
A.S. Jackson (1932-1939)
J. W. Yancy II (1939-1942)
George Davis (1942-1943)
George Singleton (1943-1946)
Nannie Bell Aycock (1946-1951)
Sherman L. Green, Jr. (1951-1953)
Frank R. Veal (1953-1956)
John H. Adams (1956-1962)
L. H. McCloney (1962-1969)
Stanley E. Rutland (1969-1976)
Reuben D. Manning (1976-1978)
William D. Watley (1979-1981)
L.H. McCloney (1981-1982)
Norman W. Handy (1982-1984)
Warren W. Morgan (1984-1992)
Winston D. Powers (1992-1992)
Lee E. Monroe (1992-2001)
Dwight J. Fennell (2001-2005)
John K. Waddell (2006-2007)
Michael J. Sorrell (2007–Present)