Shorter College
Academic Catalog

This document is purposed to provide information that will assist students as they matriculate through the Shorter College educational experience. The Office of Academic Affairs produces and distributes this document annually.
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ACCREDITATION

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

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

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

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

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

Welcome to Shorter College!

Bishop Samuel L. Green, Sr.
Chair of the Board of Trustees of Shorter College
MESSAGE FROM THE PRESIDENT

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

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

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

Welcome to Shorter College!

Jerome Green, Esq.
President of Shorter College
MESSAGE FROM THE DEAN OF ACADEMIC AFFAIRS

Dear Shorter College Students,

It is my pleasure to welcome you to Shorter College! Shorter College was founded by the African Methodist Episcopal Church in 1886. The college is a private, two-year institution located in North Little Rock, AR. It is supported by the African Methodist Episcopal Church. The College has a long history steeped in developing competent leadership among African Americans and providing instructions leading to a general education. As we begin a new era in Shorter College’s history, we want to remain committed to the founders’ vision of excellence for The College.

Rooted in the Christian values and principles of the founding fathers, the college strives to prepare our students for future successes in a holistic manner by instilling the Four C’s of competency, citizenship, culture and character in each of our students.

Additionally, The College has dedicated, committed and professional faculty who will assist you in achieving your goals. This handbook is designed to provide you with preliminary information about programs, course offerings and other services that are necessary for your success. However, if you need additional information, please contact the Office of Academic Affairs. We are prepared to provide personalized and caring services for all of our students.

We welcome the opportunity to assist you in obtaining your goals and becoming successful as you prepare for your future.

Jean Bell Manning, Ed.d
Interim Dean of Academic Affairs
MESSAGE FROM THE DEAN OF STUDENT SERVICES

Welcome To Shorter College

It is with a sincere heart that I welcome each and every student to this Historically Black College. Know that you have made a wise decision by deciding to continue your education and by choosing Shorter College to assist you.

Founded in 1886 by the sons and daughters of slaves, Shorter College exists to assist you in successfully reaching your academic and career goals. Throughout the years, Shorter College has been a leader, preparing citizens of this community spiritually and academically for success in a constantly evolving global economy.

With the generous support of the African Methodist Episcopal Church, Shorter College engages its students and the surrounding community in activities that demonstrate Christian values, service, personal integrity and academic preparedness.

As the Dean of Student Services, I am happy to say that we are all here to serve you; the students of Shorter College.

Welcome to Shorter College

Kenneth Jones
Dean of Student Services
Shorter College is a member of the Transnational Association of Christian Colleges and Schools (TRACS), [15935 Forest Road, Forest, VA 24551; Telephone: (434) 525-9539; e-mail: info@tracs.org] having been awarded Accredited Status as a Category I institution by the TRACS Accreditation Commission on October 29, 2013. This status is effective for a period of five years. TRACS is recognized by the United States Department of Education, the Council for Higher Education Accreditation and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).
# Academic Calendar

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

## May 2014

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Baccalaureate</td>
<td>May 4</td>
</tr>
<tr>
<td>Final Grades Due for All Student’s in Registrar’s Office</td>
<td>May 5</td>
</tr>
<tr>
<td>Faculty Senate</td>
<td>May 6</td>
</tr>
<tr>
<td>Grades Available Online</td>
<td>May 9</td>
</tr>
<tr>
<td>Shorter College Gala</td>
<td>May 9</td>
</tr>
<tr>
<td>Commencement</td>
<td>May 10</td>
</tr>
<tr>
<td>Registration for Summer Session</td>
<td>May 19 – 21</td>
</tr>
<tr>
<td>Classes Start</td>
<td>May 22</td>
</tr>
<tr>
<td>Memorial Day (Campus Closed)</td>
<td>May 26</td>
</tr>
<tr>
<td>Summer Session I Classes Begin</td>
<td>May 27</td>
</tr>
<tr>
<td>Last Day for Registration</td>
<td>May 28</td>
</tr>
<tr>
<td>Census Day</td>
<td>May 29</td>
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## June 2014

<table>
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<tr>
<td>Census Due in the Registrar’s Office</td>
<td>June 3</td>
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<tr>
<td>Final Exams</td>
<td>June 26</td>
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## July 2014

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<thead>
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<tr>
<td>Grades are Due in the Registrar’s Office</td>
<td>July 1</td>
</tr>
<tr>
<td>Final Examinations for Summer I</td>
<td>July 2</td>
</tr>
<tr>
<td>Registration for Summer Session II</td>
<td>July 2-7</td>
</tr>
<tr>
<td>Independence Day (College Closed)</td>
<td>July 4</td>
</tr>
<tr>
<td>Final Grades Due for Summer I</td>
<td>July 7</td>
</tr>
<tr>
<td>Classes Start</td>
<td>July 8</td>
</tr>
<tr>
<td>Last Day For Registration and Classes Changes</td>
<td>July 10</td>
</tr>
<tr>
<td>Census Day</td>
<td>July 14</td>
</tr>
<tr>
<td>Census Due in Registrar’s Office</td>
<td>July 16</td>
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## August 2014

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<tr>
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<tbody>
<tr>
<td>Final Exams</td>
<td>August 6</td>
</tr>
<tr>
<td>Grades Due in Registrar’s Office</td>
<td>August 7</td>
</tr>
<tr>
<td>Faculty/Staff Institute</td>
<td>August 11</td>
</tr>
<tr>
<td>Registration for Fall</td>
<td>August 12-15</td>
</tr>
<tr>
<td>Orientation for all Students</td>
<td>August 18-19</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>August 20</td>
</tr>
<tr>
<td>Late Registration</td>
<td>August 20-August 26</td>
</tr>
</tbody>
</table>
Last Day to Drop/Add a class: August 29

**SEPTEMBER 2014**

- Labor Day (Closed): September 1
- Classes Resume: September 2
- Census Count to Faculty: September 5
- Faculty Return Census to Registrar: September 9
- Student Organizations/Clubs Meet: September 11
- SGA Meet: September 18
- Faculty Senate: September 18
- Fall Convocation: September 24

**OCTOBER 2014**

- SGA Campaign Speeches: October 1
- SGA Election: October 2
- Student Organizations/Clubs Meet: October 9
- Mid-Term Exam Week: October 7-10
- SGA: October 16
- Assessment Week: October 13-17
- Midterm Grades Due in Registrar’s Office: October 13
- Faculty Senate: October 23

**NOVEMBER 2014**

- Last Day to Withdraw from the College: November 3
- Student Organizations/Clubs Meet: November 13
- Early Registration for Spring 2015: November 10-14
- Faculty Senate: November 20
- SGA: November 20
- Thanksgiving Recess (College Closed): November 27-28

**DECEMBER 2014**

- Classes Resume: December 1
- Dead Week: December 2-5
- Student Organization/Clubs Meet: December 11
- Final Exams: December 9-12
- Grade Due in Registration: December 18
- SGA Meeting: December 18
- Grades Available Online: December 19
- Staff Development: December 23
- Christmas Break for Staff: December 24

*Chapel every Wednesday at 11:00am*
### SPRING 2015

#### JANUARY 2015

- Faculty/Staff Spring Institute: January 5
- Student Organizations/Clubs Meet: January 8
- Registration: January 6-12
- Orientation: January 13-14
- SGA: January 15
- Classes Start: January 15
- Late Registration: January 15-22
- Holiday: January 19
- Classes Resume: January 20
- Faculty Senate: January 29

#### FEBRUARY 2015

- Census Last Day to Drop/Add: February 2
- Black History Month: February 2-28
- Census Count to Faculty: February 4
- Return Census Count to Register: February 9
- Student Organizations/Clubs Meet: February 19
- Religious Emphasis Week: February 16-20
- Faculty Senate: February 26

#### MARCH 2015

- Application Deadline for Spring 2015 Graduation: March 2
- Midterm Examinations: March 9-13
- Student Organizations/Clubs Meet: March 12
- Spring Break: March 16-20
- Classes Resume: March 23
- Grades Due in Registration Office: March 23
- SGA: March 26
- Assessment Week: March 23-27
- Pre-Registration for Summers I & II: March 24-27
- Last Day to withdraw Classes: March 30

#### APRIL 2015

- Honors Convocation: April 1
- Midterm grades Available Online: April 2
- Good Friday (College Closed): April 3
- Resume Classes: April 6
- Student Organizations/Clubs Meet: April 9
- Last day to withdraw from the College: April 10
- SGA: April 16
- Pre-Registration for Fall 2015: April 13-17
- Faculty Senate: April 23
Dead Week April 27-30
Last day of classes April 30

**MAY 2015**

Baccalaureate May 3
Final Examination May 1-7
Commencement May 9
Final Grades due for all Students in Registrar's Office May 12
Grades available On-line May 13
Closed (Memorial Day) May 25

**SUMMER SESSION SCHEDULE MAY 2015- AUGUST 2015**

**May 2015**

Grades Available Online May 13
Registration (Summer I) May 18-20
Classes Start May 21
Closed (Memorial Day) May 25
Summer Session I Classes Resume May 26
Last Day for Registration/Changes May 28
Census Date May 29

**June 2015**

Return Census to Registrar June 2
Final Exams for Summer Session I June 26

**July 2015**

Final Grades for Summer I July 1
Registration for Summer Session II July 2-3
HOLIDAY July 6
Summer II Classes Start July 7
Last Day for Registration & Class Changes July 9
Census Day July 10
Census Return to Registrar July 14

**August 2015**

Final Exams for Summer Session I August 5
Final Grades due for Summer Session II August 6
CATALOG REQUIREMENTS

The Shorter College Catalog 2013-2014, provides information about the academic program of Shorter College. It also contains information concerning admissions, academic regulations and requirements, services available to students, academic offerings, and a list of administrative officers, faculty, and staff of the college. Although courses listed in a curriculum are required, the suggested curricular plan for an academic program does not in any way indicate the length of time required for a student to finish degree requirements.

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

CATALOG RESTRICTIONS

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

STUDENTS’ RESPONSIBILITIES

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY (FERPA)

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

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

SEXUAL HARASSMENT

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

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

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

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

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

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

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

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

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

DISCRIMINATION FREE ENVIRONMENT

Shorter College does not, in its admission or employment policies and practices, discriminate against individuals on the basis of extrinsic factors such as ethnic or national origin, sex, sexual orientation, age, color, religion, handicap, or status as a veteran of Vietnam War era or as a disabled veteran. The college complies with applicable federal legislation and regulations regarding non-discrimination and equal employment opportunity.

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

SHORTER COLLEGE CONCEALED WEAPON POLICY

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

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

LOCATION OF SHORTER COLLEGE

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

ABOUT THE CAMPUS

Sherman-Tyree Hall
Sherman-Tyree Hall - the main building for administrative and instructional functions - is a two-story
structure. The first floor contains administrative offices, the computer lab and classrooms. The second
floor consists of classrooms, the adult education center, and the science laboratory. Each room has an
adjacent office.

F.C. James Human Resources Center
The James Center is an architecturally attractive building for which the architect won a design award. The
building is connected to Sherman-Tyree Hall by a covered walkway and is easily accessible from the two
other major buildings. The James Center provides an auditorium and three offices.

S. S. Morris Student Center (To be renovated)
The Student Center houses the dining hall, a spacious kitchen, the dietician’s office, the Student
Government Association office, the Office of Student Services, and a recreation room. The building
provides ample room for student activities, meetings, seminars, and workshops.

Henry A. Belin Health-Plex
The first phase of the Health-Plex is the gymnasium, which was completed in the fall of 1992.
The Alexander-Turner Child Development Center
The Child Development Center, constructed in 1994-1995, has accommodations for infants and children (6 weeks to 5 years of age). It provides services for the children of students who attend the college as well as the community in general. It provides superb services for 37 infants, 11 pre-school children, and 36 school-aged.

A.W. YOUNG LIBRARY
The library is equipped with a spacious, well-lit reading room, which contains carrels and study tables, two sizeable conference rooms, and two classrooms. The book shelves are located conveniently near the reading room.

WHERE TO GO FOR HELP

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<thead>
<tr>
<th>For</th>
<th>Department</th>
<th>Where</th>
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<tbody>
<tr>
<td>Academics</td>
<td>Academic Affairs</td>
<td>Sherman-Tyree Building</td>
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<td>Grades/Transcript</td>
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<td>Withdrawal from College</td>
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SHORTER COLLEGE CAMPUS DIRECTORY

<table>
<thead>
<tr>
<th>Office Name</th>
<th>Number</th>
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<tbody>
<tr>
<td>Campus Main Line</td>
<td>501-374-6305</td>
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<tr>
<td>President’s Office</td>
<td>501-374-6305</td>
</tr>
</tbody>
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Shorter College Student Academic Catalog
Last Annually Revised May 2014
HISTORICAL SKETCH OF SHORTER COLLEGE

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

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

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

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

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

In 1955, a decision was made to operate the college as a 2-year institution under the leadership of President Theophilus D. Alexander and Bishop William R. Wilkes. The prevailing institutional goal was to develop and maintain programs and services characteristic of a first rate Junior College. Its two priorities were development of a physical plant designed to support its instructional program and goals, and an administration capable of ensuring institutional effectiveness and adherence to the institution's goals.

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

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

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

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

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

Dr. H. Benjamin Williams joined Shorter College as the Vice President for Academic Affairs in the Fall of 1984 under Dr. John L. Phillips. He was appointed the interim President in July 1987 and was confirmed the 38th President of the college in the March 1988. Dr. Williams resigned his leadership in June 1988. Dr. Williams succeeded in accomplishing the following: reinstating the men’s basketball team, establishing a new federally funded program (Title III) designed to strengthen academic programs at the college; setting up a dormitory for the male students on campus (Honors Hall), and making some improvements in the administrative components of the college.
Dr. Williams was succeeded by Dr. W. Dean Goldsby who was appointed by the board to the seat of Interim President in June 1988 thereby vacating his previous position as Director for Student Services. Dr. Goldsby embarked on a number of improvement projects including: increasing the student enrollment for the 1988/89 session; overhauling and restructuring the internal financial management; and completing the physical improvement projects on campus (i.e. the renovation of Sherman Tyree Hall). During the administration of Dr. W. Dean Goldsby (1988-89), ground was broken for the Henry A. Belin-Health-Plex, which houses the Gymnasium.

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

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

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

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

After reviewing the institution’s mission, goals, and objectives, the Board of Trustees determined that Shorter College should move forward in continuing its rich heritage. They elected to bring back one of its former presidents, Dr. Katherine P. Mitchell, to lead the effort to gain candidacy status with the Transnational Association of Christian Colleges and Schools (TRACS). An intensive eighteen month process with an introspective critical look at Shorter College resulted in Shorter Colleges’ self-study report which was presented to TRACS. The self-study team, then, made its initial visit to the College.
On April 13, 2011, Shorter College received notification of its completion of this accomplishment: candidacy status was granted. Dr. Katherine P. Mitchell had completed her task. The next step was to work toward full accreditation.

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

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

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

At the end of the interview, Shorter College was awarded full accreditation status as a Category I institution for a period of five years -- 2013-2018.

With full accreditation, the focus for Shorter College was on excellence in all arenas. The committed staff focused on developing first-rate information technology, student services, assessment, strategic planning, curriculum development, faculty development, and other strategic areas. Great strides were made and are continuing to be improved in these areas. In the current spring semester, Shorter College has a student enrollment of 437 students; library holdings have been increased; cooperative library usage agreements have been implemented; curricular improvements have been made, and the renovation of the S. S. Morris Student Center will be completed in June 2014.
Future plans include the renewal of Jackson Theological Seminary, introduction of new degree programs, and the building of an ultra-modern dormitory/with student apartments. An intensive fund raising strategy has a goal of one million dollars for 2014-2015. By 2016, Shorter College plans to have raised a total of $5 million in unrestricted private gifts and have an increase in the Shorter College Endowment Fund. The rebirth of Shorter College as a viable option for higher education is evident, and “You Fit Here.”

**GOVERNANCE**

The governing authority of Shorter College is vested in an autonomous, legally established, Board of Trustees. The Board is composed of the Presiding Bishop of the Twelfth Episcopal District of the African Methodist Episcopal Church who is an ex-officio member of the Board and serves as its chairperson. Each annual conference shall have a minimum of three (3) members and not more than six (6) members, with the maximum number for the entire Board of trustees elected by the four (4) annual conferences not to exceed twenty-one (21). There shall be not less than two (2) members elected at-large who may or may not be members of the African Methodist Episcopal Church, nor the annual conferences hereinbefore mentioned. Both clergy and lay members shall be elected from each of the four (4) annual conferences, with the majority being from the ranks of the clergy. The president of Shorter College shall be an ex-officio member. The Board of Trustees is responsible for establishing broad policy, appointing and evaluating the chief executive officer, establishing and maintaining financial stability, and oversight of the effective pursuit of the stated purpose and objectives of the institution.

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

**Board of Trustees**

Bishop Samuel L. Green, Sr., Chairperson of the Board  
Dr. O. Jerome Green, President (Ex-Officio)

Oklahoma State Conference: The Reverend Harvey G. Potts  
Rev. Ruth Holmes  
Mr. Leroy Glenn  
Rev. Kevin Clayton  
Rev. Marcellus Fields
SHORTER COLLEGE’S BIBLICAL FOUNDATION STATEMENT

Shorter College’s Biblical Foundation Statement is embodied in the following “Statement of Faith.”

Statement of Faith

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

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

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

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

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

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

PHILOSOPHY OF EDUCATION

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

ETHICAL VALUES AND STANDARDS STATEMENT

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

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

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

Learning
We value and encourage innovation, creativity and commitment in achieving and sustaining a quality educational environment through continuous improvement. We believe that learning is best based on open inquiry and the liberal arts. We value learning as a lifelong process and strive to adapt and be responsive to new challenges and opportunities. We will conscientiously strive for excellence in our programs and services as well as foster a commitment to the highest standards in all areas of the College’s mission.

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

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

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

**THE VISION**

The vision of Shorter College is to seek and become a fully accredited two-year residential, Christian College that excels in providing a challenging teacher-learner environment with flexible curriculum offerings of academic, basic and career-oriented courses; and working in partnership with the community, create opportunities for students to develop leadership abilities, life skills and to increase their employment potential. It shall continue its special mission to help students overcome the persistent obstacles of inadequate academic preparation and financial need. It shall seek out persons desirous of obtaining a college education and maintain an open-door policy. It shall remain an educational institution committed to academic excellence while simultaneously serving as the intellectual, spiritual and cultural reservoir of African American History and tradition.

**THE GOALS**

The goals of Shorter College are pursuing the following goals for institutional revitalization during the next seven years:

1. To maintain national accreditation with TRACS
2. To become regionally accredited with North Central Association
3. To become fiscally viable (an operable in-house financial system)
4. To improve and maintain financial security
   a. Establishing and expanding our endowment
5. To increase corporate and community participation on the Board of Trustees
6. To include corporate and community leaders in the life of the College
7. To expand and upgrade the college’s physical plant
8. To enrich academic and instruction programs:
   a. Library Services (objectives)
   b. Scholarship Offering
9. Enrich administrative support services and experiences
10. To recruit and retain faculty and students

**THE OBJECTIVES**
The objectives Shorter College seeks:

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

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

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

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

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

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

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

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

ADMISSION REQUIREMENTS AND PROCEDURES

Requirements for Admission

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

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

1. A completed application for admission submitted by the deadline date;
2. An official high school transcript sent to Shorter College from the high school including the applicant’s date of graduation;
3. An Arkansas high school diploma or a certificate of high school equivalency (GED);
4. Copy of your test score on ACT, SAT, ASSET, Compass Test;
5. Referral Notices from any government agency, such as DHS, Ark-Rehab, etc. (if applicable);
6. Immunization record (if you were born after 12/31/1956);

Immunization Record

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

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

Immunization records can be obtained from

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

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

<table>
<thead>
<tr>
<th>Math</th>
<th>Eng/Writing</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>44 or less – Accelerated Math</td>
<td>Below 69 – Accelerated Engl/Writing</td>
<td>Below 82 - Accelerated Reading</td>
</tr>
<tr>
<td>45-55 – Basic Math</td>
<td>69-79 – Comp I + Tutoring</td>
<td></td>
</tr>
<tr>
<td>56-66 – College Algebra +</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutoring</td>
<td>Above 80+ - English Comp I</td>
<td></td>
</tr>
<tr>
<td>67- College Algebra</td>
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Special Admission - Early Entry Dual Enrollment
A high school senior who needs less than a full course load to complete graduation requirements may take one or more courses while he or she is completing high school requirements. The combined load, however, cannot exceed the equivalent of fifteen semester hours. For example, a student needing only one course to complete high school requirements is eligible to enroll in college. To be eligible for the program, a student must have a letter of recommendation from his or her high school counselor or principal. Early-entry students are classified as special students until they have completed high school. Students enrolled in this program are not eligible for financial aid under Title IV.

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

Transfer credits from accredited institutions will be accepted by Shorter as long as the courses represented by those credits relate to Shorter’s curriculum. Only those courses in which transferring students have earned the grade of “C” or above will be accepted. The transferable credits of any student from another institution will not exceed forty-five hours. The residence policy governing students who transfer into a program at the institution states that those students must take their last fifteen (16) hours at Shorter College.

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

International Students Admission
An international student applying for admission to Shorter College must submit complete credentials and detailed information before being considered for admission. Requirements are as follows:
1. Application for admission;
2. Application fee of $25.00 (non-refundable);
3. Test of English as a foreign language (TOEFL) score;
4. Secondary school transcript;
5. School certificate/General Certificate of Education in at least five relevant subjects; and
6. Affidavit of Support

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

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

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

REGISTRATION

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

GENERAL EDUCATION REQUIREMENTS

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

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

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

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

### ASSESSMENT OF THE GENERAL EDUCATION CURRICULUM

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

DEVELOPMENTAL EDUCATION

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

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

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

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

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

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

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

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

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

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

**INDIVIDUALIZED INSTRUCTION**

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

**SHORTER COLLEGE 2014-2015 INSTRUCTIONAL FACULTY ROSTER**

**Full Time**

**Chapple, Karliss**  
Bachelor of Arts, Performance, Philander Smith College, Little Rock, AR  
Master of Music, Bowling Green State University, College of Musical Arts, Bowling Green, Ohio

**Fitzpatrick, Kanetra**  
Bachelor of Science in Education, Arkansas State University  
Master of Arts in Communication, University of Arkansas at Little Rock

**Fletcher, Paula Martin**  
Doctor of Dental Surgery, Howard University  
Bachelor of Science, McNeese State University

**Henderson, Reginald**  
Master of Divinity, Memphis Theological Seminary, Memphis, TN  
Bachelor of Arts, Political Science, Lincoln University, Jefferson City, MO

**Lockhart, Kimberly**  
Master of Arts, Argosy University, Phoenix, AZ  
Bachelor of Arts, University of Arkansas at Little Rock, Little Rock, AR

**Scales, JoAnne**  
Doctoral Candidate, Northcentral University  
Certificate of College Teaching, Vanderbilt University  
Master of Arts, Fisk University  
Bachelor of Science, Grambling State University,

**Scott, Tabatha**  
Master of Arts in Human Resources Development, Webster University  
Bachelor of Science in Social Work, Philander Smith College

**Adjunct**

**Anokye, Janet**  
Master of Arts, University of Arkansas at Little Rock  
Master of Science in Education, Harding University  
Bachelor of Arts, University of Ghana

**Doyne, Vivian**  
Master of Science in Educational Leadership, Grambling State University  
Specialization: Developmental Education  
Bachelor of Arts in Business Administration, Philander Smith College

**Gardner, John**  
Master of Public Administration, University of Arkansas at Little Rock, Little Rock, AR  
Bachelor of Science, Florida A&M University
Gilbert, Demetrius  
Associate Dean of Academic Affairs/Coordinator of Degree Programs  
Doctor of Philosophy, Jackson State University, Jackson, MS  
Master of Arts, Jackson State University, Jackson, MS  
Bachelor of Arts, Jackson State University, Jackson, MS

Hahn, Frank  
Doctor of Philosophy, University of Akron  
Master Public Health, University of Massachusetts  
Master of Science, University of Seoul South Korea

Harrison-Hansberry, Betty  
Librarian  
Bachelor of Science, Philander Smith College, Little Rock, AR  
Master of Science in Education, University of Central Arkansas

Ingram-Ferrell, Tarika  
Master of Arts, Webster University  
Bachelor of Science, University of Arkansas for Medical Sciences  
Bachelor of Science, University of Arkansas at Pine Bluff

Johnson, Harrison  
Registrar  
Master of Science in Agriculture Student, Southern Arkansas University  
Master of Urban and Regional Planning, Alabama A&M University  
Bachelor of Science in Urban and Regional Planning, Alabama A&M University

Jones, Kenneth  
Dean of Student Affairs  
Doctor of Philosophy in Christian Education, Jacksonville Theological Seminary  
Master of Arts, University of Michigan,  
Bachelor of Science, Kansas State University, Manhattan, KS

Middleton, Keiona  
Director of Institutional Assessment and Effectiveness  
Doctoral Candidate, Information Systems and Communication, Robert Morris University  
Master of Arts, University of Arkansas at Little Rock, Little Rock, AR  
Bachelor of Science, University of South Carolina, Columbia, SC

ACADEMIC PROGRAMS

Shorter College subscribes to the philosophy that no one should be considered an educated person unless he or she is acquainted with at least the fundamentals of those academic disciplines known as the liberal arts, which include languages, literature, philosophy, mathematics, social studies, the arts, and the abstract sciences. Such studies contribute to the general development of human potentials and constitute a foundation for a student’s future academic and vocational or professional specialization. Shorter’s General Education Program is designed to provide an opportunity for students to acquire an
education in the liberal arts through its foundational core courses offered in the Associate of Arts degree programs.

ASSOCIATE OF ARTS IN GENERAL STUDIES

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

- **Emphasis in Childhood Development**
  An Associate of Arts in General Studies with an emphasis in Childhood Development includes general education requirements and recommended curriculum courses. The program is recommended for students planning studies or careers in teaching or managing in an early childhood care setting.

- **Emphasis in Church Leadership and Ministry**
  An Associate of Arts in General Studies with a concentration in Church Leadership and Ministry is designed to prepare students for careers and service in the various church ministries and leadership positions in their local churches.

After successful completion, students will be able to demonstrate proficiency in the general area of leadership ministry, practice relationship-building skills, refine personal, professional, and spiritual priorities, communicate effectively the word of God, to be able to systematically state the great doctrines of the Bible, appreciate the message of the Bible in its historic context, apply Biblical principles in the practice of church-related ministry, provide competent Christian leadership in their chosen field of work, and have the skills necessary to properly interpret the Bible.
## Associates of Arts in General Studies with Emphasis in Basic Studies

<table>
<thead>
<tr>
<th>Associates of Arts in General Students with an emphasis in Basic Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST YEAR</strong></td>
</tr>
<tr>
<td><strong>First Semester</strong></td>
</tr>
<tr>
<td>Course</td>
</tr>
<tr>
<td>ENG1313 Comp. I</td>
</tr>
<tr>
<td>*ORT1001 College Orient. I</td>
</tr>
<tr>
<td>SPC1203 Speech Comm.</td>
</tr>
<tr>
<td>BIO1004 Bio for Gen. Education</td>
</tr>
<tr>
<td>MTH 1203 College Algebra</td>
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<tr>
<td>Elective</td>
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<tr>
<td><strong>TOTAL HOURS</strong></td>
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</table>

| **SECOND YEAR** |
| **Third Semester** | **Fourth Semester** |
| Course | Hrs | Course | Hrs |
| *ORT1003 College Orientation III | 1 | *ORT1004 College Orient. IV | 1 |
| SOC 1003 Intro To Sociology | 3 | HUM2003 Humanities | 3 |
| HIS 2003 American History I | 3 | MUS1203 Music Appreciation | 3 |
| PHR1003 Intro to Philosophy & Religion | 3 | POL 2223 U.S. Govt. and Politics | 3 |
| PSY 2003 General Psychology | 3 | EDU1003 Intro To Education | 3 |
| *PED 1001 Physical Education I | 1 | HES 2003 Health and Safety | 3 |
| *PED 1101 Physical Education II | 1 | **TOTAL HOURS** | 17 |

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

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

**SPRING 2013-SMSPRING 2015**
## Associates of Arts in General Studies with Emphasis in Teaching / Childhood Development

### Associates of Arts in General Studies with emphasis in Teaching

#### FIRST YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs</th>
<th>Course</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG1313 Comp. I</td>
<td>3</td>
<td>ENG1323 Comp. II</td>
<td>3</td>
</tr>
<tr>
<td>*ORT1001 College Orient. I</td>
<td>1</td>
<td>*ORT2001 College Orient II</td>
<td>1</td>
</tr>
<tr>
<td>SPC1203 Speech Comm.</td>
<td>3</td>
<td>*HIST1003 Arkansas History</td>
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</tr>
<tr>
<td>BIO1004 Bio for General Education</td>
<td>4</td>
<td>PHY1004 Physical Science (lab)</td>
<td>4</td>
</tr>
<tr>
<td>HES 2003 Health and Safety</td>
<td>3</td>
<td>*CPU1003 Micro Computer Application</td>
<td>3</td>
</tr>
<tr>
<td>PHR1003 Intro to Philosophy &amp;Religion</td>
<td>3</td>
<td>ENG2803 World Lit. I</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL HOURS</strong></td>
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#### SECOND YEAR

<table>
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<tr>
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<td>*ORT3001 College Orient. III</td>
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<td>*ORT4001 College Orient. IV</td>
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<tr>
<td>SOC 1003 Intro To Sociology</td>
<td>3</td>
<td>HUM2003 Humanities</td>
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<tr>
<td>PSY1013 Child Growth and Development</td>
<td>3</td>
<td>GEO2753 World Geography</td>
<td>3</td>
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<tr>
<td>EDUT1303 Educational Tech.</td>
<td>3</td>
<td>MUS1203 Music Appreciation</td>
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<tr>
<td>MTH 1335 Math for Elm Maj I</td>
<td>3</td>
<td>EDU2753 Intro to Education/field Exp.</td>
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<tr>
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<td>MTH2403 Math for Elm Maj.II</td>
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<td><strong>TOTAL HOURS</strong></td>
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</table>

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

Students are required to earn a grade of “C” or greater for all classes, unless indicated with an (*).
### Associates of Arts in General Studies with Emphasis in Christian Leadership

**First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs</th>
<th>Course</th>
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<tbody>
<tr>
<td>ENG1313 Comp. I</td>
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<td>*ORT1001 College Orient.</td>
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<td>ENG2803 World Lit. I</td>
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<td>SPC1203 Speech Comm.</td>
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<td>*HIS1003 Arkansas History</td>
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<tr>
<td>BIO1004 Bio for Gen. Education</td>
<td>4</td>
<td>PHY1004 Physical Science (lab)</td>
<td>4</td>
</tr>
<tr>
<td>PHR1003 Intro to Philosophy &amp;</td>
<td>3</td>
<td>*CPU1003 Microcomputer Application</td>
<td>3</td>
</tr>
<tr>
<td>MTH 1203 College Algebra</td>
<td>3</td>
<td>*ORT1002 College Orient. II</td>
<td>1</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td><strong>TOTAL</strong></td>
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</table>

**Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs</th>
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<tr>
<td>*PED 1001 Physical Education I</td>
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<td>HT4305 Religious World Views</td>
<td>3</td>
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<td>PSY 2003 General Psychology</td>
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<td>HES 2003 Health and Safety</td>
<td>3</td>
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<td>American History</td>
<td>3</td>
<td>HT4301 His of Christianity II</td>
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<td>HT3301 History of Christianity I</td>
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<td>MIN2304 Bible Teaching</td>
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<td>CW4302 Christian Worship</td>
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<td>MUS3303 History and Cultural</td>
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<td>Physical Education II</td>
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<td>HT3101 A.M.E Faith and Practice</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>TOTAL</strong></td>
<td>17</td>
</tr>
</tbody>
</table>

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

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

**COURSE DESCRIPTIONS:** Associates of Arts - Emphasis in Basic Studies

**ENG 1313  Composition I (3 hrs.)**

This course focuses on initiating students into academic discourse and developing composition practices that will prepare them for success as university students and as citizens. Therefore, this course focuses on critical reading and inquiry, writing for a variety of rhetorical situations, and enabling effective writing.
processes.

ENG 1323 Composition II (3 hrs.)
This course focuses on researched academic writing that presents information, ideas, and arguments. Emphasis will be placed on the writing process, critical writing and reading. This course fulfills the English core requirement.

SPC 1203 Speech Communication (3 hrs.)
A one-semester course designed to provide students with an opportunity to develop effective public speaking skills, to participate in-group discussions, and to improve their general communication skills.

ORT 1001 College Orientation/Career Development (1 hr./2hrs.)
A one-semester credit course designed to teach entering students learning and study skills needed for successful transition to college life and beyond. The course focuses on note taking, reading and study skills, examination preparation, personal and social development, and strengthening the students’ problem solving skills academically and socially. This is a 1-hour credit for college degree program and 2-hour credits for developmental program.

MTH 1003 Basic Math. (3 hrs.)
A review of fundamental mathematical principles including prime numbers, fractions, decimals, and percentages, and an introduction to elementary algebraic functions. Prerequisite: A passing score on the Mathematics Placement Test.

MTH 1203 College Algebra (3 hours)
This is a more intensive study of the language of algebra including rational numbers, inequalities, polynomials, factoring, exponents, radical expressions, simplifying algebraic expressions, logarithms, complex numbers, and graphing functions. Prerequisite: MTH 1103 Intermediate Algebra or a suitable score on the Mathematics Placement Test.

PHR 1003 Introduction to Philosophy and Religion (3 hrs.)
This course is designed to trace the evolution of the major religions of the world and to show how religion can serve as a foundation for philosophical thought.

ENG2803 World Literature I (3hrs).
This is a study of major works by continental writers from the classical world, the Middle Ages, and the Renaissance. This course presents selections from representative authors to show the development of their ways of seeing and interpreting the world and their places in it. This study is intended to make students aware of the relationship of history, philosophy, and literature which form our social and religious heritage.

HIS 1003 Arkansas History (3 hrs.)
A study of the history of the State of Arkansas from prehistoric times to the present, with an emphasis on the political, social, and economic development of Arkansas from its establishment as a territory to contemporary events.

BIO 1004 General Biology (4 hrs.)
This is a one-semester course for non-science students. A broad overview of the structure and functions of living things, including introductory biological chemistry, cell structure and function, reproduction, evolution, and behavior and ecology. Three hours of lecture, two hours of lab per week.

**PHY 1004 Physical Science (4 hrs.)**
This is an alternative option to General Biology. It covers an introduction to the basic principles and concepts of physics, chemistry, earth science, and astronomy. This course is a part of the general education requirements and is designed for the non-science student. Three hours lecture, two hours laboratory per week.

**CPU 1003 Microcomputer Applications (3 hrs.)**
An introduction to microcomputers and their applications using Microsoft Word, WordPerfect, Lotus 1-2-3, and dBase software. The course features word processing, data base management, and the use of spreadsheets. It teaches the basic components of a computer system, how a computer functions, and commands for basic computer operations.

**SOC 1003 Introduction to Sociology (3 hrs.)**
This is an introduction to the principles and methods of scientific study of human natural social behavior, social organization, institutions, social process, social structures, and collective behavior.

**PSY 2003 General Psychology (3 hrs.)**
This course is a survey of the main principles and methods of the scientific study of human behavior, through the review of case studies and research, with a discussion of major theorists in the field.

**PED 1001 Physical Education I (1 hr.)**
This course helps students develop the basic skills of exercising and learning various games and sports.

**PED 1101 Physical Education II (1 hr.)**
A continuation of PED 1001 and extends the physical development of students. This course teaches fundamentals of volleyball, basketball, tumbling stunts, and other skills and strategies.

**HUM 2003 Humanities (3 hrs.)**
An integrated approach to the humanities: creative ideas, works and accomplishments of various cultures from areas of art, drama, music, literature, philosophy and architecture are presented.

**HIS 2003 American History I (3 hrs.)**
An examination of the major trends of American history from colonization by the British through the civil war, including an evaluation of the contributions the past made to present domestic affairs.

**HIS 2103 American History II (3 hrs.)**
An examination of the major trends of American history from the Civil War and Restoration to modern times, including an evaluation of the contributions the past has made to present domestic affairs. (Pre Requisite: American History I HIS 2003)

**MUS 1003 Music Appreciation (3 hrs.)**
This is a survey of music from the early years to modern times. This course will focus mainly on the relationships between various types of music and musical instruments, and their periods. It will also
emphasize the predominant philosophies of music – both classical and contemporary (2 hours lectures and 1 hour lab).

**POL 2223**  **U.S. Government & Politics (3 hrs.)**  
This course introduces students to the U.S. of Government and politics. It is an examination of the structure powers and operations of U.S. Government and political science.

**GEO 2003**  **Introduction to Geography (3 hrs.)**  
This course introduces students to the study of the geography of the United States. It covers the great endowment of natural resources such as: iron ore, coal, timber, and water within the United States. Emphasis will be made to address the issues regarding agricultural-economic activities and problems associated with them.

**HES 2003**  **Health & Safety (3 hrs.)**  
This is a study of individual and group health problems, including diet; mental health; medical care; community health subjects. This course is required for a teaching certificate.
COURSE DESCRIPTIONS: Associates of Arts - Emphasis in Childhood Development

EDUT 1303  Educational Technology (3hrs.)
This course is a practicum on the following topics related to planning and using educational technology: instructional technology models; internet resources; web design; networking and database fundamentals; assessment and evaluation; societal; legal and ethical issues; and collaborative planning of technology programs.

EDUC 2753  Introduction to Education/Field Experience (3hrs.)
This course is designed to acquaint the student with the historical, social, and philosophical foundations of American Education; the ideals, administration, organization, and programs of education; and the professional and personal requirements, opportunities, and responsibilities of teaching as a profession. Students spend a minimum of thirty hours in a school setting as an observer/participant. The course is applicable toward state teacher certification.

HIST 1003  Arkansas History (3hrs)
This course is a comprehensive study of the history of the state from prehistoric times to the present, with emphasis on the political, social, and economic development of Arkansas from its establishment as a territory to contemporary events.

HIST 2223  African American History (3hrs)
A survey of the contributions of African Americans to European and American culture, including a discussion of African American involvement in political, social, and economic development of Europe, instruction is individualized in two ways: (1) each instructor conducts in-class work sessions during which he or she will assist each student in European colonial expansion in Africa and America, and (2) the impact of African Americans since 1776 in the U.S.

PSY 1013  Child Growth & Development (3hrs)
This course is a comprehensive study of the physical, emotional, social, and intellectual growth processes as they apply to understanding the total development of the young child. Observation of children is required.

PSY 2003  General Psychology (3hrs)
This course explores basic principles of learning, personality, maturation, emotion, memory, and schools of psychology, stressing the problems of individual differences.

HES 2003  Health & Safety (3hrs)
This is a study of individual and group health problems, including diet, mental health, medical care, community health services, reproduction, venereal disease, drug, tobacco, and alcohol abuse, and other health subjects.

MUS 1203  Music Appreciation (3hrs)
This is a course for all students, except music majors, who wish to acquire the basic information and techniques necessary for the intelligent appreciation of music, as related to major style periods in music history. Guided listening experiences are an important part of the course.
PHR 1003 Introduction to Philosophy and Religion (3 hrs.)
This course is designed to trace the evolution of the major religions of the world and to show how religion can serve as a foundation for philosophical thought.

PED 1001 Physical Education I (1hr)
This is a course to introduce you to the principles of physical education, fitness, and health. Topics to be covered through lectures and laboratories include exercise physiology, fitness testing, nutrition, diet, systems of training and motor skill acquisition for lifetime sports. Development of a personal exercise program will be the culminating activity for the course.

ORT 1001 College Orientation (1hr)
A course designed to teach entering students the learning and study skills needed for successful transition to college life and beyond. The course focuses on note taking, reading and study skills, examination preparation, personal and social development, and strengthening the students’ problem solving skills academically and socially.

GEOG 2753 World Regional Geography (3hrs)
This course examines the countries of the world, focusing on regional geographical factors which have influenced the direction and the extent of their development.

MATH 1335 Mathematics for Elementary Education Majors I (3hrs)
Problem solving techniques, sets, functions, different number bases, operations on properties of whole numbers, integers, rational numbers, decimals, theory and applications including teaching techniques. Prerequisite: High school Algebra I, high school Algebra II, high school Geometry, and a satisfactory math placement score.

MATH 1336 Mathematics for Elementary Education Majors II (3hrs)
Introductory probability and statistics, introductory geometry, constructions, congruence, similarity, measurement, and coordinate geometry. Prerequisite: High school Algebra I, high school Algebra II, high school Geometry, and a satisfactory math placement score.

ENGL 2803 World Literature I (3hrs)
This is the study of major works by continental writers from the classical world, the Middle Ages, and the Renaissance. The course presents selections from representative authors to show the development of their ways of seeing and interpreting the world and their places in it. The study is intended to make students aware of the relationships of history, philosophy, and literature which form our social and religious heritage.

POLS 2753 American National Government (3hrs)
This is the study of comparative governments. Major emphasis is given to the important world powers including European nations, the Soviet Union, Japan, and topics of current interest as time allows.

MATH 2403 Survey of Calculus (3hrs)
This course is designed for students in majors other than the natural sciences, especially business and economics. It introduces the basic concepts of differential and integral calculus and their applications to
algebraic, exponential, and logarithmic functions that occur in economics and marketing situations. This course does not satisfy degree requirements for mathematics, science, or engineering majors, nor does it satisfy the prerequisite for MATH 2855 Calculus II. A graphing calculator is required.
WTG 1301   Foundations of Writing for Christian Leaders I
This course will focus on the most basic elements of written English through practice exercises, class activities and individual study. Student-writers will demonstrate their ability to understand the basic elements of English grammar, punctuation and spelling by constructing simple and compound sentences with clarity and logical organization and by developing strong paragraphs.

ETH 1303   Introduction to Ethics for Christian Leaders
An overview of historical ethical theory and moral reasoning, through lecture, discussion and a case-based approach to examining moral issues in society today.

CW 1306   The Church and Society
This course will focus on an examination of the ways society, culture, and personality are influenced by the church and how social structures and trends affect the church.

MIN 1304   Introduction to Church and Ministry
This course is designed to introduce the theological foundation for and the historical development of ministry and calling within the content of the local church. Students will be provided with an understanding of the tools that led to their own philosophy of ministry (mission, vision, and core values) within various church ministry settings.

MIN 1305   Introduction to Christian Education
This is a course in the introduction to the church’s educational ministry. It will cover biblical/theological psychological and philosophical foundations of Christian education. Students will learn to plan, administer, supervise and evaluate a local church program.

WTG 2301   Foundation of Writing for Christian Leaders II
Students will demonstrate their ability to effectively use grammar, spelling, punctuation, and a clear command of sentence and paragraph writing. This course builds on these basic skills in preparing students to participate in the written academic discourse through the development of essay writing strategies and skills.

PHR 1003   Introduction to Philosophy and Religion (3 hrs.)
This course is designed to trace the evolution of the major religions of the world and to show how religion can serve as a foundation for philosophical thought.

PH 2305   Philosophy of Religion
An examination of the major issues in the philosophy of religion including the knowledge of God, the problem of evil, life after death, religious language and experience and the relationship of faith and reason.

MIN 2304   Bible Teaching
This course focuses on the examination and practice of a variety of approaches to the study of the Bible for youth and adults members of the church.
COM 2303  Public Speaking for Ministers and Layperson
This course will introduce the types of public speeches and help students develop speeches for various occasions.

FIN 2302  Church Records and Finances
This course will focus on the use of basic mathematical skills in the development and maintenance of record keeping and financial transaction related to the church.

HT 3301  History of Christianity I
This course teaches the life and thought of the Christian church from the apostolic period to the reformation. This course will focus on the persons, issues, and events that have shaped the central tradition of the church during that same time period.

MIN 3302  Pastoral Counseling
Students will learn about non-professional counseling relationships and study the current theories, practices, and techniques used when counseling persons affected by such issues as depression, abuse, death and dying, substance abuse, and mental health disorders.

MUS 3303  History and Cultural Development of Church Music
This course will explore the biblical, philosophical and historical understanding of worship and music. Students will learn about the history of church music, hymnody and song and societal influences that shaped different music and worship styles.

MIN 3304  Administration and Leadership for church and ministry
This course is a basic introduction to the principles and issues related to administration and leadership within any ministry setting. It includes a study of the definition of leadership, the vision of a leader, the heart of a leader, and many of the practical challenges of daily ministry leadership.

CPT 3305  Computer Applications for Church Literature
This course will focus on basic computer application processes initially. Students will learn how to develop newsletters, brochures, and other types of communication for the church.

HT 4305  Religious World Views
This course provides students with an opportunity to examine and survey religions from the eastern and western traditions, trace the historical development of the religions, and look at their continuous influence on people today.

MIN 4304  Educational Ministry in the Small Membership Church
This course explores the unique characteristics of small membership churches, both rural and urban. It includes strategies for ministry with children, youth and adults, methods of recruiting, training, and supporting volunteers, and ways to use outside resources.

LED 4303  Church Membership and Member Development
This course will focus on evangelism and other tools used to increase membership. Students will also learn strategies to assist in developing church members for effective services.

CW 4302  Christian Worship
This course will focus on the history and theology of Christian worship. The identification and function of prayer, praise, proclamation and sacramental action will be included.

**HT 4301  History of Christianity II**
This course will focus on the life and thought of the Christian church from the reformation to the present year. The course will focus on the persons, issues and events that have engaged during the same time period.

**HT3101  A.M.E. Faith and Practice**
A study of the mission, organization and structure, theology, polity, and practice of the African Methodist Episcopal Church.

**ORI 1101-4101 Orientation**
These courses focus on introducing students to all phases of the college, study skills, and other needs of the students.
ACADEMIC STANDARDS, POLICIES AND PROCEDURES

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

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

ACADEMIC INTEGRITY

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

DEGREE PLAN

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

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

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

INDIVIDUALIZED INSTRUCTION

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

CLASS ATTENDANCE

All students are required to attend class regularly. Each instructor may penalize students for excessive absences according to the attendance policy stated in the instructor’s course syllabus and announced to students at the beginning of the semester.

Instructors may allow students to make up missed assignments due to their absence but are not required to do so unless the absence is authorized or excused.

Whenever a student is to be absent from classes to represent the college at any activity, it is the responsibility of the sponsor of the activity to notify the Academic Dean and request approval. The Academic Dean will notify instructor if the request is approved.
After a student has accumulated four (4) unexcused absences, the student’s name and the dates of absences will be submitted to the dean’s office. The student will be notified and advised of this serious condition and of further action that will be taken should more unexcused absences occur.

**EXCUSED ABSENCE**

All students are expected to attend their scheduled class. In the event that a student is unable to attend class, he/she should contact his/her instructors to notify them of the absence. If a student plans to be absent for an extended period of time, arrangements to perform missed assignments should be made with each instructor to make up missed work prior to the dates of the absence. Failure to do so could result in a lowering of the student’s letter grade. Instructors may allow students to do “make-up” to compensate for absence from classes but are not required to do so unless the absence is authorized by the Dean.

**GRADING**

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

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

<table>
<thead>
<tr>
<th>Grades</th>
<th>Grade points per semester hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
<tr>
<td>I (Incomplete)</td>
<td>0</td>
</tr>
<tr>
<td>W (Withdrawn)</td>
<td>0</td>
</tr>
<tr>
<td>XF (Unearned F-excessive absences)</td>
<td>0</td>
</tr>
<tr>
<td>PP (Pass for Remedial Courses)</td>
<td>0</td>
</tr>
<tr>
<td>FF (Fail for Remedial Courses)</td>
<td>0</td>
</tr>
</tbody>
</table>
To compute a grade-point average: (1) multiply the point value of each grade by the number of semester-hour credits for the corresponding course; (2) total the products; (3) total the credits; and (4) divide the sum of the products by the total number of credits. For example, if a student has taken a three-credit course in mathematics, a three-credit course in history, and a three-credit course in English then the student's grade-point average is computed as follows:

<table>
<thead>
<tr>
<th>Grade Received</th>
<th>Credits</th>
<th>Point Value per grade</th>
<th>Product of Credits and point value per grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English A</td>
<td>3</td>
<td>3 x 4</td>
<td>12</td>
</tr>
<tr>
<td>Mathematics B</td>
<td>3</td>
<td>3 x 3</td>
<td>9</td>
</tr>
<tr>
<td>History C</td>
<td>3</td>
<td>3 x 2</td>
<td>6</td>
</tr>
<tr>
<td>Total of Products</td>
<td></td>
<td></td>
<td>27</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Grade-Point Average</td>
<td>(27 ÷ 9)</td>
<td></td>
<td>3.0</td>
</tr>
</tbody>
</table>

MID-TERM AND FINAL EXAMINATIONS

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

ADD AND DROP POLICY

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

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

A student is not considered officially withdrawn until the withdrawal forms are completed and signed in the Registrar’s office. Failure to complete the necessary procedure will constitute improper withdrawal and may result in a failing grade. Additionally, account balances are immediately due upon withdrawal. Failure to attend class or merely to notify an instructor of the intent to withdraw will not be regarded as an official withdrawal.

ADMINISTRATIVE WITHDRAWL FOR NONATTENDANCE

Instructors have the authority to drop students who are not attending their classes consistently during the fall, spring and summer sessions. For example, if the class meets three days per week, an administrative withdrawal will be processed after six days of non-attendance. After it is determined that the student will not be returning to class, the instructor should complete and submit the administrative withdraw form to the Registrar’s Office.

INCOMPLETE POLICY

The grade “I” (Incomplete) is assigned only when a student doing passing work fails to complete an essential part of the course work because of circumstances beyond his/her control. A student who receives the grade “I” must remove it by the end of the next semester. An Incomplete grade will be converted by the registrar to a failing grade if the student fails to complete the essential work by the end of the following semester.

REPEAT POLICY

Any student who has taken a course may repeat the course in order to change the original grade. An “F”, “W”, “XF”, “XW”, “I” received for courses will be considered as courses attempted, not earned. All courses attempted (including repeats) will remain on the transcript and will be computed in the GPA.

Any student registered in Accelerated Classes (Remedial or Developmental courses) your cumulative GPA is calculated based on the number of hours attempted. See the table below.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Grade points per semester hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
</tbody>
</table>

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Last Annually Revised May 2014
D............................................................. 1.0
F............................................................. 0
I (Incomplete)........................................... 0
W (Withdrawn).......................................... 0
XF (Unearned F-excessive absences)........... 0
PP (Pass for Remedial Courses)............... 0
FF (Fail for Remedial Courses)............... 0
XW (Administrative Withdraw)............... 0

AUDITING COURSES

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

ACADEMIC HONORS

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

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

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

GRADUATION REQUIREMENTS

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

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

ACADEMIC CLEMENCY

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

ACADEMIC PROGRESS

The purpose for establishing standards for satisfactory academic progress is to identify students whose progress toward degree or certificate completion is below average in terms of grade point average. The intent is to provide assistance to those students so that their GPA will reach acceptable standards for graduation. A student who will be graduating from Shorter College must have a GPA of 2.00 or better.

Minimum Grade Point Average
Students must maintain the following minimum cumulative grade point (GPA) averages:
Undergraduate Students: The minimum GPA requirement is based on the number of attempted hours.

<table>
<thead>
<tr>
<th>Hours Attempted</th>
<th>1 – 15</th>
<th>16 – 30</th>
<th>31 and above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Cumulative GPA</td>
<td>1.50</td>
<td>1.75</td>
<td>2.00</td>
</tr>
</tbody>
</table>

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

\[
\text{Pace} = \frac{\text{Cumulative number of hours student successfully completed}}{\text{Cumulative number of hours student attempted}}
\]
**Academic Warning**

At the close of each registered term, a student who fails to meet the appropriate academic standards will be placed on academic warning, which is a probationary condition. Students who are on Academic Warning are not permitted to receive an F, withdraw (W) or be administratively withdrawn (XW) from any course to be removed from Academic Warning. Students who are on academic warning may still be eligible for financial aid. Academic warning students who are currently enrolled MAY NOT register for the term. Academic warning students who are not currently enrolled may register early for the following term per the recommendation of the Office of Academic Affairs or the Office of Financial Aid.

**Academic Suspension**

Students on academic warning who do not achieve the minimum cumulative GPA by the end of the probationary term will be suspended (see the minimum requirement below). Students suspended from Shorter College may register provided they successfully complete the proper readmission procedure (appeal process) and are successfully approved for readmission.

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

A suspended student who is readmitted may not register early for the following term.

**ACADEMIC HONESTY / ACADEMIC MISCONDUCT**

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

1. Violation of course rules as contained in the course syllabus or other information provided to the student; violation of program regulations as established by departmental committees and made available to students;
2. Knowingly providing or receiving information during examinations such as course examinations and candidacy examinations; or the possession and/or use of unauthorized materials during those examinations;

3. Knowingly providing or using assistance in the laboratory, on field work, or on a course assignment, unless such assistance has been authorized specifically by the course instructor;

4. Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged, word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;

5. Submitting substantially the same work to satisfy requirements for one course that has been submitted in satisfaction of requirements for another course, without permission of the instructor of the course for which the work is being submitted;

6. Falsification, fabrication, or dishonesty in reporting laboratory and/or research results;

7. Serving as, or enlisting the assistance of a substitute for a student in the taking of examinations;

8. Alteration of grades or marks by a student in an effort to change the earned grade or credit;

9. Alteration of academically-related college forms or records, or unauthorized use of those forms; and

10. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding or altering resource material, or manipulating a grading system.

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

ACADEMIC COUNCIL

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

Functions of the Academic Council
The Academic Council is primarily responsible for the following:
• Reviewing and making recommendations for changes in academic programs, curriculum, and class offerings.
• Reviewing and approving the list of graduating sophomores for meeting the graduation requirements.
• All matters pertaining to Academic Misconduct

Academic Council Operating Procedures

A. Modification of Curricula and Degree/Career Programs

Academic Council is responsible for reviewing and recommending changes in the curriculum. The Council meets monthly, on the second Tuesday of each month. The Chief Academic Officer (Academic Dean) serves as the chair of the Academic Council and presides over all meetings, unless otherwise designated. The secretary of the Council, who is appointed by the Dean, is responsible for taking minutes, reporting minutes of the previous meeting and contacting/notifying members of about a Council’s scheduled meeting or emergency meeting.

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

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

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

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

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

A student is considered meeting graduation requirements if he/she has completed 50 or more credit hours, and is enrolled in the remaining 16 or less credit hours during the final semester. A total of 64 credit hours are required for graduation with an Associate of Arts degree at Shorter College. However, the student must ensure that credits completed must be those prescribed by the College in the degree requirements.

1. Appeal for Non-satisfaction of Academic Requirements

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

2. Appeal Procedures

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

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

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

2. The appealing student may have an advisor throughout the hearing. The advisor may only counsel the student and may not actively participate in the hearing, unless clarification is needed as determined by the chair or Council.

3. The appealing student may submit a written statement, may invite relevant witnesses to attend, may ask questions of witnesses called by others, and will be notified of potential witnesses to be called. The College may present witnesses as well as question those presented by the accused.

4. Written statements may be used if, for good reason, a witness cannot attend the hearing. Written statements must be notarized if other clear evidence of authenticity is lacking.

5. In cases requiring special expertise, the Chair may appoint individuals with appropriate expertise to serve as consultants to the Council. The consultants may be present and provide information as called upon during the hearing but will not vote.

C. Committee on Academic Misconduct

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

D. Academic Misconduct, Procedures and Rules

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

1. **Suspected Academic Misconduct**

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

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

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

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

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

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

2. **Notice of Charges**
Students shall be notified of College charges in writing, unless a more effective form of notification is deemed appropriate. Charges may be presented in person or by mail to the accused student's local or permanent address on file in the office of the Registrar. All students are required to maintain accurate and current local and permanent addresses with the Registrar. Following notification of charges, students are encouraged to and shall be afforded the opportunity to meet with a college official for the purpose of explaining the college judicial process and discussion of the charges. Failure of the accused student to respond to the initiation of charges or schedule a preliminary meeting shall in no way prevent the college from scheduling and conducting a hearing in the absence of the accused student.

3. **Administrative Decision**

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

4. **Notice of Hearing**

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

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

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

2. The accused student may have an advisor throughout the hearing. The advisor may only counsel the student and may not actively participate in the hearing, unless clarification is needed as determined by the chair or Council.

3. The accused student may submit a written statement, may invite relevant witnesses to attend, may ask questions of witnesses called by others, and will be notified of potential witnesses to be called. The College may present witnesses as well as question those presented by the accused.

4. Written statements may be used if, for good reason, a witness cannot attend the hearing. Written statements must be notarized if other clear evidence of authenticity is lacking.

5. In cases requiring special expertise, the Chair may appoint individuals with appropriate expertise to serve as consultants to the Council. The consultants may be present and provide information as called upon during the hearing but will not vote.

6. Students are entitled to a presumption of innocence. Therefore, a student will not be found in violation unless a preponderance of the evidence supports the charge(s).

E. Attendance

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

9. Record of Proceedings

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

F. College Sanctions

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

1. Informal Admonition

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

2. Disciplinary Sanctions

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

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

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

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

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

3. Conditions of suspension and dismissal

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

4. Failing or Lowered Grades

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

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

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

2. If a student is dismissed, a “disciplinary dismissal” notation is added to the student’s transcript. This notation is permanent.

G. Appeal Process

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

1. Grounds for appeal

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

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

2. Appeal proceedings

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

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

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

(D) Possible dispositions by the Council Chair.
The Council Chair may, after a review of the record, uphold the original sanction, dismiss the original sanction, or impose a lesser sanction.

3. Minor deviations from procedure

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

H. The Council’s Records on Academic Misconduct

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

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

1. Confidentiality and Release of Records

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

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

LIBRARY SERVICES

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

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

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

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

**Collection**

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

**Library Goal**

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

**Circulation Policies**

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

The A. W. Young Library is open to the public for use of the collection within the physical premises. While the general reference and stacks are completely open, items of rare or historical value that cannot be readily replaced or those on reserve for particular class assignments will be held on a restricted shelf requiring the patron to sign them out for use within the library. Those items will not be allowed to leave the library. The library is equipped with a spacious reading room, which contains carrels and study tables. The library is open from 8:30 a.m., until 8:00 p.m., daily. Books can be checked out for a period of three weeks.

**Borrowing Privileges**

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

**Borrower Confidentiality**

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

**Non-Circulating Materials**

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

**Loan Periods and Returns**

Patrons are granted the following loan periods.

<table>
<thead>
<tr>
<th>Current students</th>
<th>Limit – 3 books</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 weeks</td>
<td></td>
</tr>
</tbody>
</table>

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Shorter College Student Academic Catalog

Last Annually Revised: May 2014
Faculty members until the end of the term No limit on number
Staff members 3 weeks No Limit

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

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

**Renewals**
Patrons may renew any materials borrowed from the library provided that no other person has made a request for the item but in no instance should the renewal last beyond the last day of the term. To renew any item, the patron must present the book and a current library card at the Circulation Desk.

**Holds**
A patron may request that a hold be placed on any item checked out to another person by filling out a request form giving a phone number where that patron may be reached. When the item is returned, two attempts will be made to notify the patron that the book is available. If the item is not called for within three days, it will be returned to the shelf for others to use.

**Reserves**
Shorter College faculty members may place materials needed for course assignments on reserve by filling out a request form and filing it with the librarian. The materials will be pulled and placed behind the desk. Students may request these at the Circulation Desk for use only within the library unless otherwise directed by the faculty member as requested otherwise.

**Overdue Fines and Lost Book Charges**
Materials borrowed from the A. W. Young Library are subject to the following overdue fines.

<table>
<thead>
<tr>
<th>Type of Material</th>
<th>Overdue Fine per Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three week books</td>
<td>$0.25</td>
</tr>
<tr>
<td>Reserve books</td>
<td>$0.50</td>
</tr>
</tbody>
</table>

Weekend and days the library is closed will not be included when overdue fines are figured as there is no outside book drop available. While overdue notices will be sent to address on record, these notices are a courtesy only as delivery cannot be guaranteed. Failure to receive a notice does not constitute a basis for altering or negating a fine.
Patrons must present their library card to pay overdue fines. Patrons will not be allowed to check out additional materials until their record is cleared. Defacement or mutilation of any library materials will result in a fine of $25.00. Damage to the book sufficient to render it unusable or loss of the book will cause the patron to be charged the replacement cost of the book plus a $5.00 processing fee. Any charges over $5.00 must be paid directly to the business office for crediting to the library account and the receipt returned to the library to clear the library record.

Delinquent borrowers will not be permitted to receive grades, transcripts, or other credit for work completed at Shorter College until all charges are cleared.

**Reference Services**

The A. W. Young Library staff provides reference assistance in utilizing the library’s materials including the ready reference collection which contains encyclopedias, dictionaries, handbooks, atlases and indexes; teaches library skills to students; provides training in new technologies and research materials for the faculty; and serves to coordinate with the teaching faculty for the purposes of curriculum enrichment and collection development. Some of the services provided are below.

**Ready Reference**

The Ready Reference section of the library is located in the middle of the library to be available easily to all patrons. It contains a variety of materials that are often needed for short answer questions, immediate facts, statistics, and identification questions. The materials include encyclopedias, dictionaries, directories, manuals, handbooks, bibliographies, biographical references, atlases, etc. These materials are kept in the library for use at any time.

**Interlibrary Loan**

At present, Shorter has no arrangements for interlibrary loan. It is possible for students and faculty to use the interlibrary loan facilities of either Laman Public Library of North Little Rock or the Central Arkansas Library System of Little Rock and Pulaski County depending upon their home address. (Students go to the public library and check out books. Library card needed.)

**Library Instruction**

The reference librarian is responsible for giving organized instruction in the use of the library, its resources and services to the faculty, staff and students. The librarian will arrange to present orientation classes to all incoming students. Additional training will be presented on an as-needed basis through regular classes, in particular those such as English, Writing, Humanities, Speech, History, and
Government. Topics can range from simple tours and basic “How to use the catalog” to accessing online databases and explanations on how to research topics via the internet.

Faculty members are encouraged to meet with the librarian early in the term to schedule library instruction and prepare for class assignments and for other research assignments. The librarian staff will do all within reason to assist with those requests.

Reference assistance to patrons
Reference assistance is individualized help in finding a specific piece of information, or locating specific items or materials on a particular topic. The reference librarian is ready to provide such assistance to all library patrons. The library staff will provide assistance with the use of computer databases, the electronic catalog, searching the internet and using computer word processing and presentation programs to prepare class assignments and other personal informational needs.

Coordination of Library and Faculty Goals
The reference librarian will work to establish ongoing relationships with faculty members with the goal of enhancing better communications to improve resources and services. Efforts will be made to facilitate library/faculty collaboration in collection development activities, increasing library awareness of faculty needs for teaching and research, developing innovative means of improving services to the college community, and building student use and appreciation for the role of a library in everyday informational needs.

Book Selection
Book selection is a major responsibility of the librarian. In order to have a relevant, well-rounded, useful collection, the librarian is encouraged to seek the recommendation of faculty members for new acquisitions. If possible, faculty recommendations are honored and all patron suggestions will be considered for purchase. To implement book selection, the following criteria should be used when recommending library materials

- curriculum related
- authoritative research sources
- current and up-to-date subjects and topics
- standard sources
- not available in current library resources
- recommended resources from peer reviewed journals
- recommended book reviews
The sources for selection should come from reliable sources such as the following: 1) CHOICE Reviews; 2) scholarly journals; 3) reviews in library and book trade journals; 4) published bibliographies; 5) recommended readings for the college’s courses; and 6) publisher’s catalogs.

Recommendation forms are available in the library and will be distributed from time to time at faculty gatherings. A suggestion box is kept at the circulation desk for patrons to leave comments and suggestions.

The library has an Advisory Board to help with collection development. The advisory committee consists of 3 media specialists and Community personnel. There is a consultant from the business community who will assist with needed materials. Meetings will be conducted monthly or as needed.

**Library Conduct Rules**

Rules and regulations are made for the general good of the library and to assure that all patrons have the opportunity to learn and use the library materials in a pleasant, attractive setting. Please be considerate of others by following these guidelines.

1. **Quiet:** The library is a place for reading and research; therefore, a quiet atmosphere must be maintained in all areas. Keep voices low and conversation to a minimum. If you are using AV materials, please keep the volume as low as possible to avoid disturbing others.

2. **Patrons should not lend materials checked out in their name to anyone else.** The borrower is still responsible for materials until returned or payment for loss is made.

3. **Failure to maintain suitable standards of conduct or dress in any part of the library will lead to disciplinary action, through referrals to the dean.** Noisy or offensive behavior will result in being asked to leave the library. All patrons are expected to treat everyone with courtesy and respect at all times.

4. **Smoking is not permitted in the library.**

5. **Cell phone use in the library is discouraged.** Please keep phones on vibrate within the library and speak softly if their use is necessary.

6. **Food and drink are not permitted in the public areas of the library.**
7. Anyone entering the library under the obvious influence of either alcohol or drugs will be asked to leave. Security will be called to escort anyone refusing to leave voluntarily.

8. Patrons should help maintain the appearance and use of the library by returning all materials to the desk for shelving and by cleaning up waste paper and other debris or clutter around their work area.

9. All patrons are asked to sign into the library either by name or ID number when entering in order that statistics may be obtained for the use of the library. This information is

10. Frequently needed when applying for accreditation or grants. Only totals will be reported or kept. No personal information will be divulged to anyone outside the library staff.

**Students’ Right to Read**

“The right of any individual to read is basic to democratic society. The right to read, like all rights embedded in our constitutional tradition, can be used wisely or foolishly. In many ways education is an effort to improve the quality of the choices which are the exercise of this right. But to deny the opportunity of choice in the fear that it may be unwisely used is to destroy the freedom itself. For this reason, we respect the right of individuals and groups to express their views for the guidance of others. But for the same reason we oppose efforts by individuals or groups to limit the freedom of choice of others or to impose their own standards or tastes upon a community at large.”

**National Council of Teachers of English**

This statement is also as applicable to materials for viewing and listening as to materials for reading.

**COPYRIGHT GUIDELINES AND “FAIR USE”**

As these sources are long and fall under copyright protection, they cannot be copied here. Therefore, please go to the following web sites for explanations of Copyright and Fair Use. Violating copyright law can result in extreme penalties and large fines. Be sure you know the law before copying any materials, especially from the internet. Look for copyright notices with explanations of allowed use on informational sites. Some authors allow free use while others do not. Always give credit to sources when using someone else’s work. http://home.earthlink.net/~cnew/research.htm
GENERAL TUITION AND FINANCIAL POLICIES

All students are required to meet their financial obligations to the college each semester. No grades and/or transcripts will be issued until delinquent balances are paid in full. A student's account is delinquent when the student fails to make payments according to the arranged payment schedule. The established fiscal policies under which Shorter College operates states that all student accounts are due on the second week of December (or December 10), for Fall registration and on the second week of May (or May 10) for Spring registration and must be paid in full prior to or on these dates.

TUITION AND FEES FOR COLLEGE CREDITS

Note: Tuition and fees for both in-state and out of state students are the same.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Students: (12-15 hours)</td>
<td>$1,800.00 per semester</td>
</tr>
<tr>
<td>Part-time Students: (1-11 hours)</td>
<td>$150.00 per credit hour</td>
</tr>
<tr>
<td>Overload Classes: (Above 15 hours)</td>
<td>$150.00 per credit hour</td>
</tr>
<tr>
<td>Additional Fees (total)</td>
<td>$300.00</td>
</tr>
<tr>
<td>Student Services Fee</td>
<td>$25.00</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$150.00</td>
</tr>
<tr>
<td>Activity Fee</td>
<td>$25.00</td>
</tr>
<tr>
<td>Library Fee</td>
<td>$25.00</td>
</tr>
<tr>
<td>Science Lab Fee</td>
<td>$25.00</td>
</tr>
<tr>
<td>Records Fee</td>
<td>$25.00</td>
</tr>
<tr>
<td>Student ID &amp; Vehicle Decal Fee</td>
<td>$25.00</td>
</tr>
<tr>
<td>Total Fees</td>
<td>$300.00</td>
</tr>
<tr>
<td>Tuition and Fees per semester</td>
<td>$2,100.00</td>
</tr>
<tr>
<td>Estimated Cost Books/Materials/Supplies</td>
<td>$400.00</td>
</tr>
<tr>
<td>Tuition, Fees, books/Materials/Supplies</td>
<td>$2,500.00</td>
</tr>
</tbody>
</table>

TUITION REFUND POLICY

A student is eligible for a refund if, he/she has dropped one or more classes during the drop/add period. Secondly, a student who intends to withdraw from one or more classes must officially do so by completing a withdrawal form and submit it to the Registrar. A withdrawal form should be obtained from the Registrar's office. Once the Registrar has processed the withdrawal request and has submitted a copy to
the business office, Shorter will refund the unused portion of the student's tuition fee, based upon the approximate prorated portion of the total charges minus registration fee.

Refund dates will be announced by the Office of Financial Aid or you will receive a notice when refunds are available for pick up.

**BOOKS AND MATERIALS**

Students are charged a book fee of $400.00 per semester. Students are also charged a book fee of $200.00 for each summer session. Book fees are covered for the 12-15 credit hours fee package.

Any student electing to take more than fifteen hours will be charged $150.00 per credit hour. Charges for books will depend on the cost of the textbook for each additional course beyond the 12-15 credit hours in the tuition package.

**FINANCIAL AID**

Various types of financial aid are available to students who need assistance to continue their education. A student begins the financial aid process by completing the Free Application for Federal Student Aid (FAFSA). This application is used to provide a standardized objective analysis of the student's and/or his or her family's ability to pay for the education.

The student's financial aid package is based on his or her Expected Family Contribution (EFC) as determined by the Department of Education through the FAFSA; the student's cost of attendance as determined by Shorter College, and the student's enrollment status. Students must reapply each year for assistance.

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

The Office of Financial Aid at Shorter College
604 Locust Street, North Little Rock, AR 72114.
To ensure that funds are available on a timely basis, all accurately completed documents must be submitted to the Office of Financial Aid by May 15 for the fall semester, October 15 for the spring semester and March 15 for the summer sessions.

Note: Before any financial aid funds from student loans, scholarships, and federal or state aid are released to a student, all charges or any monies owed to the college (tuition, books, fees) must be paid. All financial aid funds received will be credited to the student’s account. After all charges to the student’s account have been satisfied, remaining funds will be disbursed to the student by paper check or direct deposit. Refunds from financial aid awards will be available approximately during the third week of classes. Specific financial aid refund dates will be posted on the campus web site. Initial disbursement of loan funds is subject to institutional policy and is established in accordance with federal regulations. After initial disbursement dates, student refunds continue to be made as monies are received and are available on a bi-weekly basis as determined by the Business Office.

HOW TO APPLY FOR FINANCIAL AID

1. Complete a Free Application for Federal Aid. Add Shorter College as a school code (School code: 001105). Make note of your PIN as it will be needed to complete steps 3 and 2.

2. Complete the Direct Student Loan (Stafford) Entrance Counseling if you are a first time Loan borrower at Shorter College. You will utilize the PIN you used to sign your FAFSA. The financial aid office will receive confirmation of completion.

3. Complete the Master Promissory Note. You will utilize the PIN you used to sign your FAFSA. The financial aid office will receive confirmation of your completion.

4. Once Shorter College receives your completed MPN and notice of completed entrance loan counseling if needed, loan funds are transmitted to your student account on the dates set by Shorter College VFAO according to your loan period and in accordance with federal regulations.

TRANSFER STUDENTS APPLYING FOR FINANCIAL AID

Transfer students who have previously attended another accredited post-secondary institution must have their official academic transcript submitted to the Office of Admissions and Records. Aid will not be awarded until all transfer transcripts have been evaluated by Shorter College’s Office of Admissions and
Records. Federal regulations require schools to consider transfer credit hours in determining satisfactory academic progress.

THE EFFECT OF WITHDRAWAL ON FINANCIAL AID

Recipients of financial aid, who withdraw before the 60 percent point in time of the period of enrollment, calculated using calendar days, will be required to return a portion of Title IV funds awarded in accordance with the Higher Education Amendments of 1998. Title IV funds to be refunded include Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Academic Competitiveness Grant, Federal Subsidized and Unsubsidized Direct Loans, but not Federal Work-Study. The calculation of the return of these funds may result in the student owing a balance to the college and/or the federal government. Students who intend to return will have their eligibility evaluated under the applicable satisfactory academic progress policy. Students who borrowed under the Direct Loan program will be required to complete an exit interview at the time of their withdrawal, and their lender will be notified of their current status.

TITLE IV REFUND POLICY

Shorter College has developed the Title IV refund policy to comply with the federal aid requirements for returning financial assistance when students completely withdraw, drop out, or otherwise fail to complete the period of enrollment for which they were charged. The return of the funds will be distributed in the following priority award order: Federal Financial Education Loans, Federal Pell Grant, Federal Supplement Grant, and other Title IV programs.

The students have the responsibility of earning the financial aid provided for their period of enrollment. The college follows federal regulations in determining how much financial aid the student has earned at the time of their withdrawal. The unearned financial aid funds must be returned to the Title IV Programs. The percentage of aid earned is determined by dividing the number of days students were enrolled by the number of days in the semester, up to the sixty (60) percent point. If students withdraw from courses after the sixty (60) percent point in the semester, they have earned 100 percent of the aid. If they withdraw from courses before the sixty (60) percent point, the students may owe part of their financial aid if the college determines that the students have received an amount larger than the earned amount.

The official withdrawal date indicates the date written notification is submitted to indicate the intent to withdraw. The date is also determined by the midpoint of the period in which students stop attending class without notifying the college. When the total amount of unearned aid is greater than the amount the
college returns from the students’ accounts, the students are responsible for returning the unearned funds to the appropriate programs.

The students are notified by the financial aid office of the amount of the repayment within thirty (30) days after determining the day the students withdrew from courses. The students have thirty (30) days after the notification to pay in full or to make satisfactory payment arrangements with the financial aid office. If students fail to make arrangements, the college will submit their names to the United States Office of Education, and they will make arrangements with that office. Failure to make and fulfill satisfactory payment arrangements will make students ineligible to receive federal funds.

**SATISFACTORY ACADEMIC PROGRESS (SAP)**

Academic success is important and necessary for students to receive federal Title IV financial aid. At the end of each semester (fall, spring and summer), your academic record will be reviewed to verify you have made satisfactory academic progress toward earning your degree. Satisfactory academic progress (SAP) requires students to pass a required number of hours with a minimum cumulative grade point average in a maximum timeframe. The policy applies to all students—continuing, transfer, and re-entry.

**Minimum Grade Point Average**

Students must maintain the following minimum cumulative grade point (GPA) averages:

Undergraduate Students: The minimum GPA requirement is based on the number of attempted hours.

<table>
<thead>
<tr>
<th>Hours Attempted</th>
<th>1 – 15</th>
<th>16 – 30</th>
<th>31 and above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Cumulative GPA</td>
<td>1.50</td>
<td>1.75</td>
<td>2.00</td>
</tr>
</tbody>
</table>

**Pace or Successful Completion of Course Work Attempted**

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

\[
\frac{\text{Cumulative number of hours student successfully completed}}{\text{Cumulative number of hours student attempted}} = \text{Pace}
\]

**Maximum Time Frame**

The following is the maximum number of hours a student may attempt in completion of his/her degree and remain eligible for federal Title IV financial aid: Students -- 102 hours
All coursework attempted including periods when student do not receive federal Title IV aid will be considered in determining the maximum time frame students have to complete a degree and in the calculations of the cumulative grade point average and pace.

Transfer Hours: All transfer work transcript by the Shorter College Registrar will be counted in determination of the cumulative grade point average, in the ratio to determine the successful completion of course work, and in the determination of the maximum time frame.

Repeated Coursework: If a student repeats a course, the highest grade earned will be used to calculate his/her grade point average. All hours attempted including repeated course will be used to determine the student's pace and maximum time frame. Only one repeat per course will be eligible for financial aid.

Academic Clemency: The Office of Financial Aid must count all prior work attempted in determining eligibility for federal financial aid including hours forfeited through the Academic Clemency Policy.

Grade Changes: Once a grade change occurs, it is the responsibility of the student to contact the Office of Student Financial Services if they wish to have their eligibility for financial aid recalculated based on the grade change.

Financial Aid Warning
If a student fails to meet satisfactory academic progress standards, the student will be placed on financial aid warning status and be permitted to receive federal financial aid for one additional semester. Students are strongly encouraged to take advantage of all academic services available to improve their academic progress during this semester. If satisfactory progress standards are not met at the end of the warning semester, the student will NOT be eligible to receive federal financial aid for the next semester.

Financial Aid Termination
If a student fails to meet satisfactory academic progress standards after the warning semester, federal financial aid eligibility will be terminated. Students will be responsible for all charges during semesters for which he/she registers for classes and does not receive federal financial aid.

Financial Aid Appeal
Students who have extenuating circumstances may appeal the termination of federal financial aid. Examples of extenuating or mitigating circumstances include illness under a doctor’s care, illness or accidents requiring hospitalization or the prolonged illness of a dependent, death of an immediate family...
member, or other life altering events. The appeal may not be based on the need for assistance or lack of knowledge of the academic requirements. The appeal must be submitted in writing and include why the student failed to meet the standards with an explanation of what has changed that will now allow the standards to be met. Supporting documentation of the extenuating circumstance is required.

The deadline for submitting an appeal is no later than the fifth (5th) day of class of the term for which the appeal is requested. The decision of the Financial Aid Appeals Committee is final; there is no further avenue of appeal. An appeal will either be:

- **Denied**: Students who are denied will not be eligible to receive federal financial aid.

- **Probation**: The appeal is approved and the student is eligible to receive federal financial aid for one additional semester. The student must meet the satisfactory academic progress standards at the end of the semester or financial aid eligibility will be terminated.

- **Academic Plan**: The appeal is approved and the student will be given an academic plan with performance standards that must be adhered to for the student to remain eligible for federal financial aid.

The Financial Aid Appeals Committee cannot guarantee a favorable decision; therefore, students will be responsible for payment of any outstanding student account charges by the due date even if an appeal decision is pending.

**Reinstatement of Financial Aid**

After federal financial aid termination, students may be eligible for reinstatement of financial aid after the student enrolls in courses at his/her own expense and meets the terms of the satisfactory academic progress policy.

**Notifications**

Students who fail to meet minimum satisfactory academic progress standards will be notified of their status through an email sent to their Shorter College email.

Students who do not regain eligibility for financial aid through the appeal process will be notified of the decision and reason(s) for the decision through a letter sent to their Shorter College email. It is the student’s responsibility to check their email on a weekly basis.
**REPEATED COURSE WORK**

Classes that you have successfully completed (a grade of D or better) will not be considered in determining your enrollment status for federal financial aid.

**FINANCIAL AID APPEAL PROCESS**

A student wishing to appeal the decision of the Financial Aid Office may do so by completing a financial aid appeal form available in the Financial Aid Office (FAO). In order to be eligible to file an appeal for financial aid suspension, the student must demonstrate that the student's failure to meet SAP requirements was due to mitigating circumstances such as:

- Illness of student
- Severe injury of student
- Death of a close relative
- Undue hardships or other circumstances

**LOAN REMINDERS AND LIMITS**

First year, first time borrowers do not have funds disbursed to Shorter College until 30 days after classes begin. Every Loan must be delivered in two equal disbursements. The second disbursement must be delivered after the midpoint of the loan period. Borrowers typically receive one disbursement to coincide with fall and one to coincide with spring. Student’s enrolled for one semester only will receive one disbursement to coincide with the beginning of the semester and one disbursement following the midpoint of the semester.

Students must be enrolled in at least six (6) credit hours to be eligible for a student loan. Classes that you have successfully completed (a grade of D or better) will not be considered in determining your enrollment status for federal financial aid which includes student loans. Loan limits for an academic year:

- **Dependent freshman (1-29 hours)** - maximum $3500 plus additional $2000 unsubsidized
- **Dependent sophomore (30+ hours)** – maximum $4500 plus additional $2000 unsubsidized
- **Independent freshman (1-29 hours)** - maximum $3500 plus additional $6000 unsubsidized
- **Independent sophomore (30+ hours)** – maximum $4500 plus additional $6000 unsubsidized

Lifetime loan limits:
Undergraduate dependent students $31,500
Undergraduate Independent students $57,500
Graduate Students $138,500
Dependent students may qualify for a Parent loan. Credit checks will be required on the parent borrowing the loan.

LOCATING YOUR STUDENT LOANS

Are you not sure who holds (or collects on) your federal student loans? Visit the National Student Loan Database System and review your student loan history and locate your loan holders.

EXIT COUNSELING – FOR FFELP AND DIRECT LOANS

Before you graduate (or if you drop below half-time attendance), regulations require that you complete an exit counseling session if you have borrowed under either the Federal Family Education Loan Program or under the Direct Loan Program. The counseling session provides important information about how to manage your student loans after college and helps borrowers better understand the repayment process.

Shorter College students complete this requirement through an on-line counseling session at the following link by clicking Exit Counseling: www.studentloans.gov.

FINANCIAL AID--FREQUENTLY ASKED QUESTIONS

What forms are needed to apply for Financial Aid?
The Free Application for Federal Student Aid (FAFSA) must be completed each year. Students can submit their application electronically by using FAFSA on the web. In addition, students will need to complete a Shorter College Financial Aid Data Form. Note: Official transcripts are required from all previously attended institutions.

What types of financial aid do I apply for when I complete this application?
Eligibility for all forms of federal financial aid, including PELL Grant, SEOG Grant, Federal Direct Loans, and Work-Study are determined when you complete the FAFSA. In addition, this form is used as an application for state aid programs.
What is SC’s Title IV Code and why do I need it?
Shorter College’s Title IV code is 001105. When a student enters this code on the FAFSA, Shorter College will automatically receive an electronic version of the students processed Student Aid Report (SAR).

I probably don’t qualify for aid. Why should I apply?
Many families mistakenly believe they don’t qualify for aid, preventing themselves from receiving aid for which they may be eligible simply because they fail to apply. In addition, there are sources of aid, such as Unsubsidized Loans and Parent Loans for Undergraduate Students (PLUS), 32 available regardless of need. The FAFSA form is free. It does not obligate the student or the parent in any way. There is no reason not to apply.

Do I need to be admitted before I can apply for financial aid?
No. Students can apply for financial aid at any time after January 1. To be awarded federal aid students must be admitted to a degree seeking program. To receive funds, you must be admitted and enrolled at Shorter College.

I sent in my FAFSA over four weeks ago, but haven’t heard anything. What should I do?
Students who haven't received a Student Aid Report (SAR) should call the Federal processor at (319) 337-5665 or 1-800-433-3243. Students can also check the status of their application by going to www.fafsa.ed.gov.

I am independent of my parents. I don't live with them, I file my own taxes and they are not helping me with college expenses. Can I file for financial aid without using their income information?
The federal aid programs are built on the premise that educating a child is a family responsibility. The FAFSA gives specific criteria for determining when a student may file for federal aid without using parental income information. If there are other extenuating circumstances please feel free to contact the financial aid office for further assistance.

How do I transfer my financial aid to Shorter College?
Financial aid does not transfer from one school to another school. Each school must determine your eligibility for financial aid. It may be exactly the same at each school or it may differ considerably. The first thing students should do is contact the other school and cancel financial aid and notify the appropriate office that you are transferring. Students will then need to add Shorter College to their Student Aid Report. You can phone 1-800-433-3243 and request that your Student Aid Report be sent to Shorter College, or go online to www.fafsa.ed.gov. Shorter College's school code is 001105.
When these documents are received by the Financial Aid Office, we will contact you concerning the status of your application.

**How do I apply for a student loan?**

Shorter College will automatically determine the students loan eligibility when students complete their interview on VFAO. [www.shortercollegearkansas.vfao.com](http://www.shortercollegearkansas.vfao.com)

**What is the difference between a subsidized and an unsubsidized loan?**

For both loans, the principal (the original amount a student borrows) is deferred until six months after the student graduates or stops attending school at least half-time. As its name implies, a SUBSIDIZED loan is one where the government pays the interest on the loan while the student is in school. An UNSUBSIDIZED loan is one where the government does not pay the interest while the student is in school, that is, the student is responsible for paying the interest.

**What is "loan counseling," an "entrance interview" or "entrance counseling session"?**

All of these terms refer to the same thing: loan counseling. The federal government requires all first-time student loan borrowers to participate in loan counseling prior to receiving a Federal Aid.

**Can I cancel my loan if I change my mind?**

Yes. Students may cancel all or a portion of their loan by informing the Financial Aid office in writing.

**My application has been selected for verification, what does that mean?**

The US Department of Education of education randomly selects FAFSA’s for a review process called “verification.” This means SC must compare the information from your FAFSA with financial documents that you must provide to our office. You will be required to submit a copy of you, your spouse and/or parent federal tax transcript(s) and verification work sheet. If you are a dependent student, you will also be required to submit a copy of your parent’s federal tax forms.
## SCHOLARSHIPS, GRANTS AND LOANS

Awards, given by various individuals and organizations, are presented to students annually in recognition of academic achievement, leadership, special service, performance in music, and athletic excellence.

### THE BENNIE SMITH SCHOLARSHIP

Four scholarships of $750 per year in honor Bennie Smith will be awarded to a deserving Shorter College student during the second semester of each year. To qualify for the scholarship, the student must meet the following requirements: (1) maintain a grade point of 2.0 or better; (2) demonstrate qualities of good citizenship; (3) exhibit hard working and self-directing skills; and (4) be a resident of Pulaski County as the first preference.

### CAMPUS MINISTRY AWARD

The Campus Ministry Organization extends a cash award of $50.00 to a student of the organization who exhibits the following qualities: (1) best attitude toward the organization; (2) general services rendered to others; and (3) participation in college activities.

### STUDENT LIFE, ACTIVITIES, AND SERVICES

The college views the activities, programs, and services that it offers or sanctions as integral parts of the college experience. The integration of academic and non-academic experiences can enhance a student's appreciation of moral, social, spiritual, and aesthetic values and contribute to his or her intellectual development. Therefore, the college encourages every student to participate in co-curricular activities and programs and to utilize services that are applicable to his or her needs.

### STUDENT SERVICES

#### STUDENT ORIENTATION

Every student who enrolls at the beginning of a semester is introduced to the college and the various functions of its offices, departments, programs, and activities through organized orientation sessions. Provisions are made for night and weekend students to participate. At each orientation session, student leaders, administrators, and faculty members present brief overviews of college operations and campus
life. New students may ask questions and make comments. Question and answer sessions provide healthy discussions among students, the administration and the faculty.

CHRISTIAN CAMPUS MINISTRY SERVICES

Students are encouraged to participate in the regular services and activities of area churches. On-campus chapel services and religious-emphasis activities are held to provide inspiration to students and other members of the college community.

CHAPEL SERVICES

Students, Faculty and Staff are required to attend chapel service each Wednesday from 11am-12pm. Attendance will be recorded.

TUTORING

Tutoring service is available to students who have demonstrated the need for private instruction or academic assistance that the regular instructors cannot provide. Students in need of tutoring are advised to contact Student Services. If a student’s placement tests scores or grades indicate that the student may not perform successfully in regular courses, the college requires that he or she take the developmental courses in basic skills. All freshmen students must take a battery of tests in English, reading, and mathematics.

COMPUTER LABS

There are two computer labs available for student use on the campus of Shorter College. The Main Computer Lab, located on the first floor of the Sherman-Tyree Administration Building features 20 thin client workstations and one desktop designated for instructors. A second computer lab is also available for student use in the AW Young Library. See hours posted outside the computer lab.

DISABILITY SERVICES

Shorter College adheres to the provision of the Rehabilitation Act of 1973 (Section 504) and the American with Disabilities Act of 1990 state that qualified students with disabilities who meet the essential functions and academic requirements are entitled to reasonable accommodations. It is the student’s responsibility to provide appropriate disability documentation to the College. The College has a policy to accommodate people with disabilities, pursuant to federal and state law, and to provide equal opportunities. (College Policy). The purpose of providing accommodations is to ensure that students with disabilities are granted the opportunity to access programs and services offered by the college. Requested accommodations are
considered on a case by case basis by the Coordinator of Disability Services, who works with faculty to ensure both access and academic standards are maintained. Students requesting services must meet with the Disability Services Coordinator and provide sufficient documentation of the disability prior to receiving accommodations. Accommodations are not retroactive and do not result in modification of the essential academic elements of the course. If you are an ADA student, it is the obligation of the student to present your Accommodations paperwork to your instructor (for each class you are enrolled in). Ideally, this paperwork should be submitted at the beginning of the semester to enable best course support for you. Please contact the Office of Student Services via phone at 374-6305 with any questions.

HEALTH SERVICES

The college is located within a 5 mile radius of hospitals and clinics, should an emergency arise, the student will be referred to the institution.

STUDENT ORGANIZATIONS

To supplement classroom instruction and enhance campus life, Shorter College provides students with the opportunity to participate in a variety of student organizations to expand their experiences and acquire leadership skills. Through these co-curricular activities, students can develop leadership, communication, inter-personal, and management skills. Student organization members also have the opportunity to network with other students, faculty, and interdependence, more appropriate educational plans, mature career plans, and better decision making.

STUDENT GOVERNMENT ASSOCIATION

All Shorter College students are members of the Student Government Association, through which they participate in decision-making processes related to student life. The student body elects officers. Special student activities are organized through the Student Government Association, of which every student is a member.

SHORTER COLLEGE CHOIR

The College Choir sings at campus assemblies and makes public appearances at churches and schools. Membership is open to all students by audition.

TEACHERS FOR TOMORROW

Teacher of Tomorrow provides professional, development workshops which connect members to professionals in the field of education. It also provides programs to promote mentoring, volunteering, and
social interactions and for students to develop a sense of community while providing opportunities for academic and professional growth.

**STUDENT AMBASSADORS**

The purpose of the Ambassador Team is the positive promotion of Shorter College and its public liberal arts mission. The Ambassadors serve as a vital link between the College student body, prospective students and their families, staff, alumni, and friends. The objectives are:

1. To serve as liaisons between the College, the students, the alumni, the surrounding community of North Little Rock, and the state of Arkansas.
2. To promote awareness of the academics, activities, and student life at Shorter College to prospective students and other audiences.
3. To facilitate an active relationship between students and alumni.
4. To enhance present student involvement in the College.
5. To establish identity and promote the Ambassador Team.

**ACADEMY OF CREATIVE ARTS**

Born at Shorter College in fall of 2012, the Academy of Creative Arts houses a company of professional teaching artists whose main goal is to mentor and educate students (K-College) from Shorter College, the greater Little Rock and surrounding areas in the creative arts while exposing these students to diverse cultures. The missions of The Theatre Academy is to share, explore, discuss and produce a creative arts out-of-the box experience that uplift the culture of people of African descent and people of color through theatre education, the visual and performing arts and film production.

**SHORTER COLLEGE POLICE DEPARTMENT**

At the beginning of each school year, the Dean of Student's office will publish a report to reflect the number of offenses that took place during the previous school year. This report will include statistics on on-campus murders and shootings, burglaries, assaults, theft of vehicles, sex offenses, arrests for possession of weapons and drugs, alcohol and other drug abuse, and crimes permitted by students at off-campus facilities. This report will be distributed by the Dean of Student’s office.

Each student will be informed of the policies and procedures for reporting crimes and other offenses. In case of emergency and/or after school opening hours, students are to report these offenses to the security guard on duty. The security guard calls the local police department, if necessary. If it is a minor
problem, the guard will resolve the matter. However, a report of the incident is written and filed and/or followed up by the Dean of Student's office. The Dean's office will apply the appropriate measure to the offenses as outlined in this Student Handbook. The security guard will canvass the campus, stop vehicles to inquire of the destination and check their identification.

THE RAVE ALERT SYSTEM

The Rave Alert System provides an easy and effective way to send broadcast or targeted messages across all different communication modes, giving Shorter College the ability to transmit critical information to students, faculty, staff and the community at large. Rave alert is designed specifically for Higher Education, making it possible for Shorter College administrators to alert the public through websites, 2-way SMS text messages, emails, smartphone and tablet users, in the event of inclement weather or the need for the dispersal of other vital information. Our Rave Alert System utilizes the latest multi-modal technology and will greatly assist Shorter College in keeping you informed.

ALMA MATER

(Tune: Auld Lang Syne)

O Shorter we all love thee
You made the way for us;
Our prayers, our aims, our loyal claims
Shall all be in thy name.

We pledge to live in noble deeds
Lift high thy grand ideals;
Serving a world that is in need
And live a life that's real.

Help those who laud and praise this day
Thy grand truths to express;
Old Alma Mater, we do pray
That thou shalt live for aye.

Refrain:
That thou shalt live for aye, Mater
That thou shalt live for aye;
O Shorter College, we do pray
That thou shalt live for aye

- James Roy McBeth –

**CAMPUS MAP**
Tracking for Ad-hoc Modifications, Revisions and Deletions

A. November 10, 2014 - SAP (Satisfactory Academic Progress Policy); Financial Aid FAQ's. This policy Effective on August 1, 2012. [Change number 1-14]

B. December 3, 2014 – Academic Progress (Warning, Probation and Suspension Policies); Repeat Policy; Administrative Withdraw Policy. This policy effective on August 1, 2014. [Change number 2-14]

C. March 12, 2015-Modification of Admission requirements for transfer students and removal of transient requirement. [Change number 2-15]