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.

The Office of Academic Affairs
Shorter College
2016-2017
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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 Michael Mitchell
Chair of the Board of Trustees of Shorter College
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
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 Interim Coordinator 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

Mary Williams
Interim Coordinator of Student Services
ACADEMIC CALENDAR

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

CATALOG REQUIREMENTS

The Shorter College Catalog 2016-2017 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 from 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 CONCELAED 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
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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<td>Admissions</td>
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<td>Business Admin.</td>
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<td>Campus Activities</td>
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<td>Drop &amp; Add</td>
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<td>Registrar</td>
<td>Sherman-Tyree Building</td>
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HISTORICAL SKETCH OF SHORTER COLLEGE

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

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

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

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

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

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

In 1958, A.O. Wilson was appointed President and served a two-year term. He was succeeded by Dr. H. Solomon Hill in June 1960. Dr. Hill’s eight-year tenure brought many improvements to the college and the community as well. Among his accomplishments were the construction and furnishing of the Sherman-Tyree Hall in May 1961 (under Bishop O. L. Sherman’s leadership), as well as the completion of the new library in 1968.
In May 1970, The Board of Trustees, under the leadership of Bishop D. Ward Nichols, elected Rev. Lonnie Johnson of Lawton, Oklahoma, as president of The College. After serving fourteen months, Rev. Johnson resigned and returned to Oklahoma.

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

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

In 1984, Bishop H. Hartford Brookins was assigned to the Twelfth (12th) Episcopal District of the African Methodist Episcopal Church. He served as the Chairman of the Board of Trustees responsible for the welfare and upkeeping of Shorter College. Bishop Brookins’ tenure of office ended in July 1988, with the subsequent assignment of Bishop Henry A. Belin, Jr. who became the Chairman of the Board of Trustees of Shorter College.
Dr. H. Benjamin Williams joined Shorter College as the Vice President for Academic Affairs in the Fall of 1984 under Dr. John L. Phillips. He was appointed the interim President in July 1987 and was confirmed the 38th President of the college in the March 1988. Dr. Williams resigned his leadership in June 1988. Dr. Williams succeeded in accomplishing the following: reinstating the men’s basketball team, establishing a new federally funded program (Title III) designed to strengthen academic programs at the college; setting up a dormitory for the male students on campus (Honors Hall), and making some improvements in the administrative components of the college.

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

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

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

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

Shorter College had lost its accreditation in 1998, but with a watchful board and a few dedicated staff, the doors of the college were kept open. Within the first few months, Bishop Green assembled the Board of Trustees to assess the situation of Shorter College and to critically evaluate its future.
After reviewing the institution’s mission, goals, and objectives, the Board of Trustees determined that Shorter College should move forward in continuing its rich heritage. They elected to bring back one of its former presidents, Dr. Katherine P. Mitchell, to lead the effort to gain candidacy status with the Transnational Association of Christian Colleges and Schools (TRACS). An intensive eighteen month process with an introspective critical look at Shorter College resulted in Shorter Colleges’ self-study report which was presented to TRACS. The self-study team, then, made its initial visit to the College.

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

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

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

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

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

With full accreditation, the focus for Shorter College was on excellence in all arenas. The 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.

The S. S. Morris Student Center was completed in July 2014.

In April 2015, two new Associate of Arts Degree Programs were added to the curriculum: Associate of Arts in Entrepreneurial Studies and the Associate of Arts in Criminal Justice.

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

Future plans include the 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 unrestrictive private gifts and have an increase in the Shorter College Endowment Fund. The rebirth of Shorter College as a viable option for higher education is evident, and “You Fit Here.”

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

**GOVERNANCE**

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

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Last Annually Revised  May 2016
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 Michael Mitchell, Chairperson of the Board
Dr. O. Jerome Green, President (Ex-Officio)

<table>
<thead>
<tr>
<th>EAST ARKANSAS ANNUAL CONFERENCE</th>
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<tbody>
<tr>
<td>REV. JAMES GILES</td>
<td>REV. WILLIE R. NORFUL, SR.</td>
</tr>
<tr>
<td>REV. JAMES HOOPER</td>
<td>DR. LEVENIS PENIX</td>
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<tr>
<td>REV. LANEll ROSS</td>
<td>MS. IDA McPHERSON – AT LARGE</td>
</tr>
<tr>
<td>MRS. MARTHA FISHER SIMPSON</td>
<td>REV. HARVEY G. POTTS, SR. – AT LARGE</td>
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<td>MRS. ELMARIE JONES</td>
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<td>MR. LEROY GLENN</td>
<td>MR. HAROLD MARTIN</td>
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<td>MRS. SAUNDRA LUCAS</td>
<td>MRS. LAVERNE NELson</td>
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<td>REV. TOM W. SCOTT</td>
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<td>DR. ANNA BURNETT GRAHAM</td>
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<tr>
<td>DR. CAROLYN JONES</td>
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<tr>
<td>REV. CLARENCE H. GUY</td>
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</table>

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 and student 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) [If you do not have a US high school diploma or recognized equivalent such as a GED, you must take and pass an ability to benefit (ATB) exam designated by your school to be eligible to apply for State aid. The ATB exam demonstrates the student's ability to benefit from the training offered];
4. Copy of your test score on ACT, SAT, ASSET, Compass Test;
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,
2. An authorized waiver (religious or health reason only) signed by the appropriate official of the religious or health agency.

Immunization records can be obtained from
1. The family physician;
2. Public school records; or
3. The county health department.

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

7. Valid Photo ID;
8. Valid Social Security Number (for US Citizens); 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.

**COMPASS Test Placement Guidelines**

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<tr>
<th>Math</th>
<th>Eng/Writing</th>
<th>Reading</th>
</tr>
</thead>
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<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>Above 80+ - English Comp I</td>
<td></td>
</tr>
<tr>
<td>Tutoring</td>
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<tr>
<td>67- College Algebra</td>
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**Accuplacer Test Scores for Ability-to-Benefit Students (ATB)**

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<tr>
<td>Reading Comprehension</td>
<td>55-77</td>
<td>78+</td>
</tr>
<tr>
<td>Sentence Skills</td>
<td>60-82</td>
<td>82+ (Can be placed into English composition I)</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>34-41</td>
<td>42+ Can be placed into College Algebra.</td>
</tr>
<tr>
<td>*Elementary Algebra</td>
<td>N/A</td>
<td>77+ Placement into Quantitative Literacy / Reasoning</td>
</tr>
</tbody>
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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. Transferable courses will not be counted in the students GPA, but will count in the students completed credits. Transcripts with transferrable courses will reflect the grade of (CR) for credit received. The transferable credits of any student from another institution will not exceed forty-five hours. The residence policy governing students who transfer into a program at the institution states that those students must take their last fifteen (15) hours or (16) hours at Shorter College.

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

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

International Students Admission
An international student applying for admission to Shorter College must submit complete credentials and detailed information before being considered for admission. Requirements are as follows:

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

Affidavit of Support
The prospective student must have the person responsible for his/her financial support officially executes 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.

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**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.

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**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 2016-2017 INSTRUCTIONAL FACULTY ROSTER

Full-Time

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

Boyd-Owens, Margaret
Master of Business Administration, University of Phoenix
Bachelor of Arts, English & Speech, University of Arkansas at Pine Bluff

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

Morris, Jimmy
Bachelor of Arts, Political Science, University of Arkansas at Little Rock
LL. B, Law, University of Arkansas at Fayetteville
Juris Doctorate, Law, University of Arkansas at Little Rock, Bowen Law School

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

Jefferson, Debra
Master of Arts in Family Relations and Human Development, The Ohio State University
Bachelor of Arts in Child and Family Development, University of Arkansas at Pine Bluff

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

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  

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.  

ASSOCIATES OF ARTS IN GENERAL STUDIES  

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

ASSOCIATES OF ARTS IN CHRISTIAN LEADERSHIP  

An Associate of Arts in Christian Leadership is designed to prepare students for careers and service in the various church ministries and leadership positions in their local churches.  

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

ASSOCIATES OF ARTS IN CHILDHOOD DEVELOPMENT

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

ASSOCIATES OF ARTS IN CRIMINAL JUSTICE

The Associate of Arts in Criminal Justice provides general academic courses and electives which enable students to transfer who intend to major in Criminal Justice through these credits to a college or university which offers baccalaureate degrees in Criminal Justice.

ASSOCIATES OF ARTS IN ENTREPRENEURIAL STUDIES

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

35 | P a g e
Shorter College Student Academic Catalog
Last Annually Revised  May 2016
### Associates of Arts in General Studies

#### FIRST YEAR

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<td>ENGL2803 World Lit. I</td>
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<td>*ORT1003 College Orientation III</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>HIS 2003 American History I</td>
<td>3</td>
<td>MUS1203 Music Appreciation</td>
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<tr>
<td>PHR1003 Intro to Philosophy &amp; Religion</td>
<td>3</td>
<td>POL 2223 U.S. Govt. and Politics</td>
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<td>PSY 2003 General Psychology</td>
<td>3</td>
<td>HES 2003 Health and Safety</td>
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<td>*PED 1001 Physical Education I</td>
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<td>*PED 1101 Physical Education II</td>
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<td>CRJ 1301 Introduction to Criminal Justice</td>
<td>3</td>
<td>*Chapel</td>
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<td>*this requirement is met if students took Introduction to Education (EDU 1003)</td>
<td>3</td>
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<td><strong>TOTAL HOURS</strong></td>
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<td><strong>TOTAL HOURS</strong></td>
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</table>

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

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### Associates of Arts in Christian Leadership

#### 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.</td>
<td>1</td>
<td>*HIS1003 Arkansas History</td>
<td>3</td>
</tr>
<tr>
<td>SPC1203 Speech Comm.</td>
<td>3</td>
<td>*CPU1003 Microcomputer Application</td>
<td>3</td>
</tr>
<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>*ORT1002 College Orient. II</td>
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</tr>
<tr>
<td>MTH 1203 College Algebra</td>
<td>3</td>
<td>*Chapel</td>
<td>0</td>
</tr>
<tr>
<td>Chapel</td>
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<td>Chapel</td>
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#### Second Year

<table>
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<td>HT4305 Religious World Views</td>
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<td>PSY 2003 General Psychology</td>
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<td>HES 2003 Health and Safety</td>
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<tr>
<td>HIST2003 American History</td>
<td>3</td>
<td>HT4301 His of Christianity II</td>
<td>3</td>
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<tr>
<td>HT3301 History of Christianity I</td>
<td>3</td>
<td>*ORT 1004 Orientation</td>
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<tr>
<td>MIN2304 Bible Teaching</td>
<td>3</td>
<td>CW4302 Christian Worship</td>
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<tr>
<td>MUS3303 History and Cultural Development of Church Music</td>
<td>3</td>
<td>SOC 1003 Intro To Sociology</td>
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<tr>
<td>*ORT 1003 Orientation</td>
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<td>PED 1101 Physical Education II</td>
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<tr>
<td>HT3101 A.M.E Faith and Practice</td>
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<td><strong>18</strong></td>
<td><strong>TOTAL</strong></td>
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## Associates of Arts in Childhood Development

### Program Plan & Course Outlook

**First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs</th>
<th>Course</th>
<th>Hrs</th>
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<tbody>
<tr>
<td>ENG1313 Comp. I</td>
<td>3</td>
<td>ENG1323 Comp. II</td>
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<tr>
<td>ORT1001 College Orientation I</td>
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<td>CHD1123 Intro. &amp; Principles of Early Childhood</td>
<td>3</td>
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<tr>
<td>PSY1013 Child Growth &amp; Development</td>
<td>3</td>
<td>SPC1203 Speech Communication</td>
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<tr>
<td>BIO1004 Bio for Gen Education</td>
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<td>PHY1004 Physical Science (Lab)</td>
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</tr>
<tr>
<td>PHR1003 Intro to Philosophy &amp; Religion</td>
<td>3</td>
<td>CPU1003 Microcomputer Application</td>
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<tr>
<td>MTH1203 College Algebra</td>
<td>3</td>
<td>ORT1002 College Orientation II</td>
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| Chapel                                      | 0   | Chapel                                      | 0   |

**TOTAL**                                      | 17  | **TOTAL**                                   | 17  |

### Second Year

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>PED1001 Physical Education I</td>
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<td>HUM2003 Humanities</td>
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<tr>
<td>PSY2003 General Psychology</td>
<td>3</td>
<td>ENG2803 World Literature</td>
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<td>CHD2173 Management of Early Childhood Programs</td>
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<td>CHD2143 Emergent Literacy for Early Childhood</td>
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<td>POL2223 U.S. Gov't. &amp; Politics</td>
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<td>SOC1003 Intro. Sociology</td>
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<td>CHD2153 Cognitive Activities for Children (Math, Science &amp; Social Studies)</td>
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<tr>
<td>HES2103 Health, Safety &amp; Nutrition for</td>
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<td>CHD2133 Perceptual Motor Development (with</td>
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<td>ORT 1003 Orientation III</td>
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<td>PED1101 Physical Education II</td>
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</table>

| Chapel                                      | 0   | Chapel                                      | 0   |

**TOTAL**                                      | 17  | **TOTAL**                                   | 17  |

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### Associates of Arts in Criminal Justice

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs</th>
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<th>Hrs</th>
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<tbody>
<tr>
<td>ENG1313 Comp. I</td>
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<td>ENG 1323 Comp. II</td>
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<tr>
<td>MTH 1203 College Algebra</td>
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<td>PHY 1004 Physical Science/Lab</td>
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<td>BIO 1004 Biology/Lab</td>
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<td>ORT 1002 College Orientation II</td>
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<td>ORT 1001 College Orientation I</td>
<td>1</td>
<td>CPR 1003 Microcomputer Application</td>
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<td>SPC 1203 Speech</td>
<td>3</td>
<td>CRJ 1306 Court Systems &amp; Practice</td>
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<tr>
<td>CRJ 1301 Intro to Criminal Justice</td>
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<table>
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<tbody>
<tr>
<td>SOC Intro. to Sociology</td>
<td>3</td>
<td>ENG 2803 World Literature</td>
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<tr>
<td>ORT 1003 College Orientation III</td>
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<td>HUM 2003 Humanities</td>
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<tr>
<td>PSY 2003 General Psychology</td>
<td>3</td>
<td>CRJ 2330 Correctional Systems &amp; Practice</td>
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<tr>
<td>CRJ 2310 Fund. of Criminal Law</td>
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<td>ORT 1004 College Orientation IV</td>
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<tr>
<td>POL 2223 American History/Gov't</td>
<td>3</td>
<td>CRJ 2328 Police Systems &amp; Procedures</td>
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<td>PED 1101 Physical Education II</td>
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<td>PHR 1003 Philosophy &amp; Religion/Major</td>
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<td>Elective</td>
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<td>*Chapel</td>
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<td><strong>TOTAL</strong></td>
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</table>

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### Associates of Arts in Entrepreneurial Studies

#### Associates of Arts in Entrepreneurial Studies

<table>
<thead>
<tr>
<th></th>
<th>FIRST YEAR</th>
<th></th>
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<tbody>
<tr>
<td><strong>First Semester</strong></td>
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<td><strong>Second Semester</strong></td>
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<tr>
<td><strong>Course</strong></td>
<td><strong>Hrs.</strong></td>
<td><strong>Course</strong></td>
<td><strong>Hrs.</strong></td>
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<td>ENG1313 Comp. I</td>
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<td>ENG1323 Comp. II</td>
<td>3</td>
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<tr>
<td>*ORT1001 College Orient.</td>
<td>1</td>
<td>MUS 1203 Music Appreciation</td>
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</tr>
<tr>
<td>SPC1203 Speech Comm.</td>
<td>3</td>
<td>PHY1004 Physical Science (lab)</td>
<td>4</td>
</tr>
<tr>
<td>BIO1004 Bio for Gen. Education</td>
<td>4</td>
<td>*CPU1003 Microcomputer Application or BUS 1003 Intro to Computers with Business Application</td>
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</tr>
<tr>
<td>BUS 1203 Business Com or BUS 1301 Intro to Business</td>
<td>3</td>
<td>*ORT1002 College Orient. II</td>
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<tr>
<td>MTH 1203 College Algebra</td>
<td>3</td>
<td>BUS1303 Prin of Mgt (Small Bus.)</td>
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</tr>
<tr>
<td>*Chapel</td>
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<td>*Chapel</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td><strong>TOTAL</strong></td>
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</tbody>
</table>

|                   | SECOND YEAR |                               |                               |
| **Third Semester**|            | **Fourth Semester**            |                               |
| **Course**        | **Hrs.**   | **Course**                     | **Hrs.**                       |
| SOC Intro to Sociology | 3          | HUM 2003 Humanities            | 3                             |
| PSY 2003 General Psychology | 3          | ENG 2803 World Literature      | 3                             |
| HIST 2003 American History or POL 2223 US Government | 3          | PHR Intro. to Philosophy & Religion | 3 |
| BUS 2303 Principle of Entrepreneurship | 3          | *ORT 1002 Orientation IV       | 1                             |
| PED 1001 Physical Education I | 1          | PED 1101 Physical Education II | 1                             |
| BUS 2103Bus. Law I | 3          | Electives (3 to 6)             | 6                             |
| *ORT 1003 Orientation III | 1          | *Chapel                        | 0                             |
| *Chapel           | 0          | *Chapel                        | 0                             |
| **TOTAL**         | 18         | **TOTAL**                      | 17                            |

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COURSE DESCRIPTIONS: Associates of Arts – General Studies

ENG 009  Accelerated Writing
This course focuses on the writing process. Course topics include inventing, drafting, revising, and editing multi-paragraph papers. Building reading skills, using resources, developing thinking skills, and improving attitudes toward writing comprise other course topics. A learning lab is available to provide additional assistance. Eligible for “PP” grade. Prerequisite: An appropriate assessment test score. Offered Summer, Fall and Spring. 3 credit.

RDG 009  Accelerated Reading
This course promotes college readiness by preparing students to read at a college level. This course helps students develop vocabulary and general comprehension skills, as well as the competencies and strategies needed to effectively read college-level texts and materials. A learning lab is available to provide additional assistance. Eligible for “PP” grade. Prerequisite: An appropriate assessment test score. Offered Summer, Fall and Spring. 3 credit.

ENG 1313  Composition I
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
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
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 1001-1004 College Orientation/Career Development
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 010  Accelerated Basic Mathematics
This course is designed to strengthen a student’s computational skills. Topics include operations with whole numbers, fractions, decimals, percent, ratios and proportions, and their practical applications. Students learn to: (1) add, subtract, multiply, divide with whole numbers, fractions, and decimals (2) solve problems involving percent; (3) solve problems involving ratios and proportions; (4) apply skills to solve simple application problems. Eligible for “PP” grade. Prerequisite appropriate placement score. Offered Summer, Fall and Spring. 3 credit
MTH 1003  Basic Math
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
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
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
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
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
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
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
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
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**
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**
This course helps students develop the basic skills of exercising and learning various games and sports.

**PED 1101  Physical Education II**
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**
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**
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**
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**
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**
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**
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**
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.
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
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**  

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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.

**HT 3101  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.
COURSE DESCRIPTIONS: Associates of Arts - Childhood Development

CHD1123  Introduction and Principles of Early Childhood
Historical overviews of early childhood programs including curriculum, program applications, and current trends and issues are examined. Course content is applicable to infant and toddlers programs, preschool programs, and kindergarten. Opportunities to observe young children in various settings will be provided.

CHD2143  Emergent Literacy for Early Childhood
An exploration of principles, methods, and materials for teaching young children language and literacy through a play-based integrated curriculum.

PSY1013  Child Growth and Development
Human development is an amazing process that begins at conception and continues over the life course. This class provides an introduction to the fundamentals of children’s physical, cognitive, social, and emotional development from the prenatal period through adolescence. We will use a scientific framework to guide our study of how children develop. Students are expected to acquire a basic understanding of how factors within the child, family, and broader society shape the process of development, and we will focus in detail on several key issues facing children in our society. Observation of children is required.

CHD2153  Cognitive Activities for Children (Math, Science, and Social Studies)
This course provides students with opportunities to develop observation skills and problem solving techniques and to plan and implement developmentally appropriate activities for young children that will enhance creativity and develop concepts in math, science, and social studies.

CHD2133  Perceptual Motor Development (with Practicum)
This course is a study of development and assessment of motor skills in children. The emphasis is on neurological and environmental factors that affect the child’s acquisition of these skills.

HES2103  Health, Safety, and Nutrition for Children
This course provides students with opportunities to study and implement health, safety, and nutritional needs of young children, birth to six years of age in a variety of settings. Students will acquire information on licensing regulations, childhood illnesses, a safe and nurturing environment, health inspection, nutritious meals and snacks, and first aid, safety legal implications.

CHD2173  Management of Early Childhood Programs
This course provides methods of organizing and operating an early childhood program. Topics include licensing regulations, funding sources, budgetary considerations, employment procedures, and accreditation procedures, record keeping evaluation, community resources, equipment needs and selections.

CHD2145  The Special Needs Child
This course is a study of the history, theories, inclusive practices, strategies, characteristics and developmental needs of the exceptional child I the home, school and community.

CHD2163  Utilizing Family and Community Resources (with Practicum)
This course offers techniques and suggestions for teachers, parents, and community agencies to collaborate and unite to enhance the learning of children from various cultural and ethnic backgrounds.

CHD2803  Infant and Toddler Curriculum
This course emphasizes the curriculum development and assessment from birth to kindergarten. The purpose of this course is to introduce students to the important frameworks for planning, implementing, and evaluating curriculum as it affects development and the various subject-matter disciplines.
Significant details are placed on the methods and strategies that inform the development of meaningful and relevant curriculum. Students engage in in-depth studies of developmentally appropriate curriculum modes. The course also examines the influence of family and culture on curriculum and provides models of how to incorporate these and other variables into a well-rounded curriculum.

CHD2703  Pre-School Curriculum
This course is based on the foundation of research in child development and focuses on planning and implementing enriching environments with appropriate interactions and activities for young children (ages 3-5 years) including those with special needs, to maximize physical, cognitive, communication, creative, language/literacy, and social/emotional growth and development. Students will receive information on the Quality Approval process and Accreditation for Early Childhood setting in Arkansas, now called Better Beginnings and Arkansas Frameworks Handbook for Three and Four Year Olds.

CHD1203  Environment of Young Children
This course is designed to provide the student with a broad knowledge base on how to design a program for children developing both typically and atypically. The course provides the opportunity to plan environments that are physically and emotionally secure. Students plan and implement activities that are age, stage and culturally appropriate for children birth to five.
CRJ 1301  Introduction to Criminal Justice
History, philosophy, and ethical considerations of Criminal Justice; the nature and impact of crime; and an overview of the criminal justice system, including law enforcement, court procedures, and corrections.

CRJ 1306  Court Systems and Practices
Study of the judiciary in the American court system; prosecution; rights to counsel; pretrial releases, grand juries; adjudication process and procedures.

CRJ 2310  Fundamentals of Criminal Law
Study of Criminal Law, its philosophical and historical developments, major definitions, and concepts, classifications and elements of crime and penalties will be discussed and Arkansas statutes will be used as illustrations.

CRJ 2313  Juvenile Justice System and Practices
A comprehensive survey of all facets of the juvenile justice systems and practices starts with the origins of the juvenile system and examine theories of delinquency, and reviews juvenile courts, prosecution, juvenile rights and corrections. Jurisdiction, treatment and juvenile court proceedings in juvenile justice discussing making are emphasized. In addition, students will look at child abuse and neglect and how the system is designed to deal with these serious issues.

CRJ 2314  Criminal Investigations
An extensive examination of the investigation, the investigation, the investigative method, note taking and reporting, crime scene focus, interviewing, the sources of information, special investigation, investigation in court, and the future of criminal investigation.

CRJ 2328  Police Systems and Practices
The police profession, organization of the enforcement systems, the police role, police discretion, ethics, police-community interaction, current and future issues.

CRJ 2330  Correctional Systems/Practices
Correctional in the criminal justice system, organization of correctional systems, correctional role; institutional operations; alternatives to institutionalization; treatment and rehabilitation, current issues, and the future of correctional systems.

CRJ 2333  Legal Aspects of Law Enforcement
Police authority; responsibilities; constitutional constraints; laws of arrest; search and seizure; and police liability; current and future issues.
BUS1301  Introduction to Business
This is a survey course in the field of business including topics such as management, finance accounting, marketing, production, computers, international business, small business investments and other areas of general business interest.

BUS2103  Business Law I
This course provides the student with a basic understanding of the legal systems and its effect on our day-to-day activities. The primary emphasis will be in the area of business and business related transactions. In addition, the various courses of law will be introduced and students will have an understanding of why the court applies a particular legal principle to a particular fact pattern.

BUS2303  Principles of Entrepreneurship
This course studies the fundamentals of how to organize, finance, and operate a small business. Topics to be covered include business plan development, financing, legal and ethical issues, marketing, entrepreneurial team development and business models.

BUS1303  Principles of Marketing
This course introduces modern business marketing concepts and strategies and familiarizes the student with standards, procedures, and techniques used in marketing. Topics include marketing research; consumer behavior, target marketing; green marketing; and products, pricing, promotion, and distribution strategies.

BUS1313  Principles of Selling
The nature of selling today is both a business and an art. In this course, the student will explore sales as a means for achieving career objectives. Special emphasis will be placed on combining techniques of presentation, poise, and refinement with psychology and marketing fundamentals to assist students in developing a critical understanding of consumer behavior in the sales environment, and gaining confidence in "selling" their career goals.

BUS2303  Principles of Management (Small Business Management)
This course will introduce you to entrepreneurship and business planning. It focuses on the management and analysis of basic management functions; planning, organizing, leading, directing, and controlling for establishing and accomplishing business objectives. This course will also include aspects of the principles of management on individuals and organizations.

BUS2313  Human Relations and Ethical Issues in Business
This course provides concrete guidance in using human relations skills in the workplace that will promote working effectively with others. Strategies are integrated throughout the course that will enable students to apply human relations theories and applications to the real world of work. Ethical issues in business are addressed where students will learn an explicit process of ethical reasoning that will aid in defining and dealing with dilemmas in the workplace. Current events and case studies will be used to develop critical skills as students apply theories and principles.

BUS2301  Small Business Financing
This is an introductory course to various fields of financing. It will cover financial statements, cash flow, time value of money, stocks and bonds, capitol budgeting, ratio analysis, and long term financing, and apply these concepts and skills in business decisions.

BUS2328  Introduction to e-Commerce
Skills advisory: a working knowledge of Windows and the Internet
This course provides broad based and balanced coverage of both the business and technology elements of eCommerce. This course presents concepts and skills for the strategic use of ecommerce and related information system technologies. Provide a framework for the analysis of e-commerce solutions to issues surrounding business-to-business, business to consumers, and intra-organizational trade. Includes study of network, database and programming concepts and examination of e-commerce in altering the structure of entire industries, and how it affects business processes including electronic transactions, supply chains, decision making and organizational performance.

**BUS1303 Principles of Marketing**
The student will understand and appreciate that marketing is the business function that deal with customers’ needs and wants; that the role of marketing is to help business better understand customer preferences, link that knowledge to attracting and serving the customer.
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 registrar for an Individualized Instruction Course, the student must be a candidate for graduation and have at least a 2.0 grade point average. The student must request permission from his/her advisor. The advisor must then draw up a contract, which includes the course outline and requirements, to be authorized by the Dean of Academic Affairs. The authorized contract must be submitted to the registrar.

CLASS ATTENDANCE AND ADMINISTRATIVE WITHDRAW FOR NON-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 all faculty (or the sponsor of the activity with the Dean's Approval).
After a student has accumulated two (2) consecutive absences (for a class that meets once a week) and/or four (4) consecutive absences (for a class that meets twice a week) and/or six (6) consecutive absences (for a class that meets three times a week), instructors must initiate an administrative withdraw for any student if it is determined that the student will not be returning to class, for purposes of Title IV Compliance and adherence to federal regulations. The instructor must complete and submit the administrative withdraw form, timely, and submit to the Registrar's Office, where all required approvals will be obtained. The instructor will be notified, if the administrative withdraw form is approved.

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

NOTE: If a student has gone past the allotted time that is regulated by the Shorter College attendance policy, he or she must submit documentation of the extenuating circumstance that prevented regular class attendance. It is at the discretion of the Dean of Academic Affairs to approve or deny the admittance back into the class. Extenuating circumstances can include, but not limited to personal injury, illness, disability, hospitalization, victim of a crime, and incarceration.

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

INCOMPLETE POLICY

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

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

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

REPEAT POLICY

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

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

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

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

Shorter College’s policy is that a student may retake a failed course two times and receive federal financial aid for the retaking of that failed course. Note that Shorter College’s Satisfactory Academic Progress Policy still applies.

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

Any student registered in Accelerated Classes (Remedial or Developmental courses) your cumulative GPA is calculated based on the number of 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>
<tr>
<td>D.............</td>
<td>1.0</td>
</tr>
<tr>
<td>F.............</td>
<td>0</td>
</tr>
</tbody>
</table>
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

Academic warning is a probationary condition. Students who are on academic warning may still be eligible for financial aid.
Students on academic warning must repeat courses in which a “D” or “F” have been earned. They are encouraged to meet with a College Advisor to select their courses. Students on academic warning whose GPA does not reach the minimum standard by the end of the warning term will be academically suspended.

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

**Academic Suspension**

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

Suspended students must petition the college to be readmitted. Petition forms are available in the Registrar’s Office. A readmission petition may be approved by the college administration for good and sufficient reasons. A petition is valid only for the term it is submitted. A readmitted student may be subject to specific course and credit hour restrictions. Suspended students who are readmitted must repeat courses in which they received a “D” or “F”. The petition facts, circumstances, and outcomes must be documented in the 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.

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

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

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

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

2. Appeal Procedures

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

3. **Hearing procedures:**

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

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

**C. Committee on Academic Misconduct**

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

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

1. **Suspected Academic Misconduct**

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

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

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

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

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

2. Notice of Charges

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

3. Administrative Decision

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

4. Notice of Hearing

If a hearing is to be held, written notification will be provided. The notice may be hand delivered, placed into a student's residence hall mailbox, or mailed to the last known address of the student, either by certified mail or first class mail, no fewer than ten (10) calendar days prior to the hearing. Unless already provided to the student, the notification will include the charge(s), date, time, and location of the hearing, the designated hearing officer or panel, a statement of the student's rights, and information on the hearing procedures. The accused student may request a postponement for reasonable cause, or a hearing separate from other accused persons. A request for a postponement for reasonable cause must be made
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 8:00p.m., daily. Books can be checked out for a period of three weeks.

**Borrowing Privileges**

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

**Borrower Confidentiality**

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

**Non-Circulating Materials**

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

**Loan Periods and Returns**

Patrons are granted the following loan periods.

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

Last Annually Revised  May 2016
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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three week books</td>
<td>$0.25 per day</td>
</tr>
<tr>
<td>Reserve books</td>
<td>$0.50 per day</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
The A. W. Young Library at Shorter College has joined the ARKlink Consortium of college and university libraries that was initially composed of public and private Arkansas colleges and university libraries, to work towards fulfillment of its mission: to increase, enhance, and facilitate cooperation among libraries in the state of Arkansas through consortia purchasing of resources, expanding access to resources, and encouraging

Library Instruction
The reference librarian is responsible for giving organized instruction in the use of the library, its resources and services to the faculty, staff and students. The librarian will arrange to present orientation classes to all incoming students. Additional training will be presented on an as-needed basis through regular classes, 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.

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GENERAL TUITION AND FINANCIAL POLICIES

All students are required to meet their financial obligations to the college each semester. Shorter College offers aid from various sources including federal and state governments, Shorter College, and private organizations, to help students pay for their studies.

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

TUITION AND FEES

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

<table>
<thead>
<tr>
<th>Tuition: (12-15 hours)</th>
<th>$2052.00 per semester (flat rate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition: (1-11 hours)</td>
<td>$171.00 per credit hour</td>
</tr>
<tr>
<td>Tuition: (Above 15 credit hours)</td>
<td>$171.00 each additional credit hour above 15</td>
</tr>
<tr>
<td>Institutional Fees (total)</td>
<td>$400.00</td>
</tr>
<tr>
<td>• Student Services Fee</td>
<td>$50.00</td>
</tr>
<tr>
<td>• Technology Fee</td>
<td>$150.00</td>
</tr>
<tr>
<td>• Activity Fee</td>
<td>$50.00</td>
</tr>
<tr>
<td>• Library Fee</td>
<td>$50.00</td>
</tr>
<tr>
<td>• Science Lab Fee</td>
<td>$50.00</td>
</tr>
<tr>
<td>• Records Fee</td>
<td>$25.00</td>
</tr>
<tr>
<td>• Student ID</td>
<td>$15.00</td>
</tr>
<tr>
<td>• Vehicle Decal Fee</td>
<td>$10.00</td>
</tr>
<tr>
<td>Book Fee</td>
<td>$548.00</td>
</tr>
</tbody>
</table>

Total Tuition, Fees & Books (Fulltime: 12-15 credit hours) $3000.00
Special Fees

<table>
<thead>
<tr>
<th>Service</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application/Registration/Reentry Fee</td>
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</tr>
<tr>
<td>Student ID Replacement</td>
<td>$15.00</td>
</tr>
<tr>
<td>Vehicle Decal Replacement</td>
<td>$10.00</td>
</tr>
<tr>
<td>Installment Payment Plan</td>
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</tr>
<tr>
<td>Returned Check Charge</td>
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</tr>
<tr>
<td>Stop Payment on a Check</td>
<td>$35.00</td>
</tr>
<tr>
<td>Transcript</td>
<td>$5.00</td>
</tr>
</tbody>
</table>

TUITION REFUND POLICY

A student may be eligible for a refund if, he/she has dropped one or more classes during the drop/add period or withdraws from all classes during a regular fall and spring semester or during the summer sessions. Secondly, a student who intends to withdraw from one or more classes must officially do so by completing a withdrawal form and submit it to the Registrar. A withdrawal form should be obtained from the Registrar's office. Once the Registrar has processed the withdrawal request and has submitted a copy to the Offices of Fiscal Affairs and Financial Aid, Shorter College will refund the unused portion of the student’s tuition, based upon the approximate prorated portion of the total tuition charges.

BOOKS AND MATERIALS

Students are charged a book fee per semester and summer sessions. The book fees cover all courses up to and including the 15 credit hours.

Any student electing to take more than fifteen hours will be charged the per credit hour rate. 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. Financial aid available to Shorter College students includes grants, loans, scholarship, and employment. Financial aid packages can include a combination of different types of aid.

Grants: financial aid that the recipient does not have to pay back.
Loans: borrowed money that must be repaid with interest.
Scholarships: gift aid with eligibility based on academic achievements, talents, skills, or merit.
Employment: part-time on-campus and community service jobs that allow the student to earn money to help pay for school.

A student begins the financial aid process by completing the Free Application for Federal Student Aid (FAFSA). This application is used to provide a standardized objective analysis of the student's and/or his or her family's ability to pay for education. The student's financial aid package is based on his or her Expected Family Contribution (EFC) as determined by the Department of Education through the FAFSA; the student's cost of attendance as determined by Shorter College, and the student's enrollment status. Students must reapply each year for assistance.

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

Office of Financial Aid at Shorter College.
604 Locust Street, North Little Rock, AR 72114.

To ensure that funds are available on a timely basis, all accurately completed documents must be submitted to the Office of Financial Aid by May 15 for the fall semester, October 15 for the spring semester and March 15 for the summer sessions.

Note: Before any financial aid funds from student loans, scholarships, and federal or state aid are released to a student, all charges or any monies owed to the college (tuition, books, fees) must be paid. All financial aid funds received will be credited to the student’s account. After all charges to the student’s account have been satisfied, remaining funds will be disbursed to the student by paper check. Refunds from financial aid awards will be available approximately during the third week of classes. Initial disbursement of loan funds is subject to institutional policy and is established in accordance with federal regulations. After initial disbursement dates, student refunds continue to be made as monies are received and are available on a weekly basis as determined by the Business Office. To receive any disbursement...
check, students must present a valid form of identification (driver’s license, military ID, etc.) and a school ID.

GRANTS, LOANS AND OTHER FINANCIAL AID PROGRAMS

FEDERAL PELL GRANT
A Federal Pell Grant, unlike a loan, does not have to be repaid. Pell Grants are awarded to undergraduate students who have not earned a bachelor’s or a professional degree. (In some cases, however, a student enrolled in a post baccalaureate teacher certification program might receive a Pell Grant). The maximum yearly award is determined by the Department of Education. The amount a student receives depends on financial need as determined by the FAFSA, costs to attend school, the student’s status as a full-time or part-time student, and plans to attend school for a full academic year or less.

FEDERAL SUPPLEMENTAL EDUCATION OPPORTUNITY GRANT
This program is a campus-based program administered directly by the Financial Aid office at the school. Unlike the Federal Pell Grant program, which provides funds to every eligible student, the campus-based program provides a certain amount of funds for each participating school to administer each year. When the money for the program is gone, no more awards can be made from that program for that year. This program is for students who demonstrate exceptional financial need on the FAFSA. Pell Grant recipients with the lowest EFCs will be the first to receive FSEOG. These grant funds are awarded only to undergraduate students who have not earned a bachelor’s or a professional degree.

FEDERAL SUBSIDIZED AND UNSUBSIDIZED DIRECT LOANS
The Federal Subsidized Student Loan is free of interest to the student while enrolled at least half time, during the grace period after enrollment ends and during periods of authorized deferment. The Federal Unsubsidized Student Loan is not interest-free at any time. The student is responsible for the interest from the date of disbursement. However, interest payments are deferred while the student is in school at least half time, during the grace period, and during authorized periods of deferments. The interest will continue to accrue and will be added (capitalized) to the principal balance once repayment begins. Both loan programs have a six-month grace period after the student graduates or drops below half-time enrollment. That means a student has six months before he or she has to start making payments on the loans.

FEDERAL WORK-STUDY PROGRAM
The Federal Work-Study Program is a campus-based program that provides part-time employment
for students who have financial need. The Free Application for Federal Student Aid is required for financial need to be determined. Upon completion of the FAFSA, students should contact the PTC Financial Aid office to see if they are eligible to participate in the work-study program. Available work-study jobs are posted throughout the School. The available positions usually consist of employment opportunities in an office or lab on the Shorter College campus; selected off-campus community service positions may also available. Students should contact the supervisor indicated on the job description to apply for the position.

Upon getting a work-study job, students should complete all necessary forms with their supervisor and submit such to the work-study coordinator along with personnel documents that are required. In general, students can work a maximum of 20 hours weekly and receive a paycheck bi-monthly. The amount a student can earn in a year is determined by the amount of financial need and other aid awarded as part of the financial aid package.

ARKANSAS HIGHER EDUCATION OPPORTUNITIES GRANT (GO! OPPORTUNITIES GRANT)
This grant is administered by the Arkansas Department of Higher Education. The grant is awarded based on financial need. Students apply by completing the FAFSA and the ADHE YOUUniverse application available at www.adhe.edu. The grant is available to all undergraduate students who meet the designated income criteria. It includes traditional and non-traditional students. Students in qualified certificate programs are now eligible for this grant.

ACADEMIC CHALLENGE SCHOLARSHIP
This grant is administered by the Arkansas Department of Higher Education. The Academic Challenge Program provides scholarships to Arkansas residents pursuing a higher education. Funded in large part by the Arkansas Scholarship Lottery, the Academic Challenge Scholarship is available to students regardless of their academic status, whether just graduating from high school, currently enrolled in college, enrolling in college for the first time, or re-enrolling after a period of time out of college.

ARKANSAS REHABILITATION SERVICES
Students with physical or mental disabilities may be eligible to attend college under the sponsorship of Rehabilitation Services. Call Arkansas Rehabilitation Services at (501) 686-2800 for more information.

VETERANS AFFAIRS BENEFITS
Shorter College has been approved by federal and state agencies governing Veterans Affairs to provide training to veterans. Qualified veterans and their dependents may be entitled to educational assistance programs from the Department of Veterans Affairs to pay their tuition for the
approved programs. Veterans should apply for admission to the College and visit with the College’s Certifying Official or the Registrar’s Office prior to enrolling in classes to apply for benefits. If approved, veterans will be required to maintain full-time status (12 credit hours) per semester and to follow their chosen degree plan to be eligible for full benefits. Veterans should be aware that any alterations to course plans or course schedules may affect their benefits. Courses completed with a passing grade may not be repeated.

All veterans and dependents should be aware that payment arrangements must be made by the Shorter College payment deadline each semester. While some types of VA educational benefits pay for a student’s tuition and fees in full, many do not. It is up to the student to remain aware of the type of funding and financial responsibilities he or she holds in ensuring that tuition and fee requirements are met by the appropriate deadlines.

**SCHOLARSHIPS**

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.

**HOW TO APPLY FOR FINANCIAL AID**

1. Complete a Free Application for Federal Aid. Add Shorter College as a school code (School code: 001105).

2. For Direct Loan borrowers, complete the Direct Student Loan (Stafford) Entrance Counseling and the Master Promissory Note. The financial aid office will receive confirmation of completion.

3. Complete the Virtual Financial Aid Office (VFAO) process.
TRANSFER STUDENTS APPLYING FOR FINANCIAL AID

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

THE EFFECT OF WITHDRAWAL ON FINANCIAL AID

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

TITLE IV REFUND POLICY

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

The students have the responsibility of earning the financial aid provided for their period of enrollment. The college follows federal regulations in determining how much financial aid the student has earned at the time of their withdrawal. The unearned financial aid funds must be returned to the Title IV Programs. The percentage of aid earned is determined by dividing the number of days students were enrolled by the number of days in the semester, up to the sixty (60) percent point. If students withdraw from courses after the sixty (60) percent point in the semester, they have earned 100 percent of the aid. If they withdraw from courses before the sixty (60) percent point, the students may owe part of their financial aid if the college determines that the students have received an amount larger than the earned amount.
The official withdrawal date indicates the date written notification is submitted to indicate the intent to withdraw. The date is also determined by the midpoint of the period in which students stop attending class without notifying the college. When the total amount of unearned aid is greater than the amount the college returns from the students’ accounts, the students are responsible for returning the unearned funds to the appropriate programs.

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

Satisfactory Academic Progress (SAP)

Satisfactory Academic Progress Policy

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

Minimum Grade Point Average

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

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

<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), F (failed), XF (unofficial withdrawal) or I (incomplete) are not considered successful completion. Pace is calculated using the following formula:

\[
\text{Pace} = \frac{\text{Cumulative number of hours student successfully completed}}{\text{Cumulative number of hours student attempted}}\times 100\%
\]
Maximum Time Frame

The following is the maximum number of hours a student may attempt in completion of his/her degree and remain eligible for federal Title IV financial aid:

Students – 102 hours

All coursework attempted including periods when student do not receive federal Title IV aid will be considered in determining the maximum time frame students have to complete a degree and in the calculations of the cumulative grade point average and pace.

- **Transfer Hours**: All transfer work transcript by the Shorter College Registrar will be counted in the ratio to determine the successful completion of coursework and in the determination of the maximum time frame.

- **Remedial Coursework**: All remedial coursework will be counted in determination of the ratio to determine the successful completion of coursework and in the determination of the maximum time frame.

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

Shorter College

- **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. The student must meet the following:

- Not exceed the maximum timeframe;
- Complete at least 67% of the attempted cumulative hours as calculated; and
- Achieve the required Shorter College GPA.

**Notifications**

Students who fail to meet minimum satisfactory academic progress standards will be notified of their status through an email sent to their Shorter College student email and/or via U.S. mail.

Students who do not regain eligibility for financial aid through the appeal process will be notified of the decision and reason(s) for the decision through a letter sent to their Shorter College student email and/or via U.S. mail. It is the student's responsibility to check their email on a weekly basis and to maintain an up-to-date mailing address with the College.

**FINANCIAL AID APPEAL PROCESS**

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

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

The appeal will be reviewed by the Financial Aid Appeals Committee. The committee’s decision will be to either approve or deny the appeal. The decision is final and may not be appealed.

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

**STUDENT LIFE, ACTIVITIES, AND SERVICES**

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

**STUDENT SERVICES**

**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 assembly each Wednesday from 11am-12pm. Attendance will be recorded.

With regards to student attendance, any student who is unable to attend a Chapel Assembly will be required to view a recording of the Chapel Assembly in CAMS. The student will then be required to respond to questions regarding that Chapel Assembly. Responses to the questions must be must be submitted through CAMS in order to be considered.
The recording of the assembly will remain in CAMS for six (6) days. If responses are not recorded in CAMS by the stated due date, the student will be considered absent.

Chapel Assembly is a Pass/Fail course, and a "Pass" in Chapel Assembly for four (4) semesters is required for graduation.

Attendance from any other events will not be accepted in lieu of viewing Shorter College Chapel Assembly.

**TUTORING**

Tutoring service is available to students who have demonstrated the need for private instruction or academic assistance that the regular instructors cannot provide. Students in need of tutoring are advised to contact Student 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.

DRUG and ALCOHOL ABUSE PREVENTION PROGRAM

In response to growing awareness of and in relation to alcohol and other drug problems, institutions of higher education are implementing policies and programs in an attempt to curb alcohol and other drug abuse and negative consequences that come with addiction. In working with the Student Government Association (SGA) and their proposal to offer a healthy living program referred to as “Mental Mondays”, the Student Affairs Division at Shorter College has implemented an inclusive prevention approach that will join with traditional education programs with strategies aimed at changing the physical, social, legal, and economic environments on campus and in surrounding communities. The population that Shorter College serves recognizes that student behavior is influenced at multiple levels: institutional, community, personal, peers and legislative policy.

Through the various assessments taken at the institution, Shorter College realizes that more has to be done than just putting a written section about alcohol and drug abuse in the back of the student handbook. Through the strong leadership at Shorter College, the Student Affairs Division is convinced that the College President along with faculty and staff will encourage and empower students, parents, alumni and the local community to assist in implementing a strong and effective program.

Policy

ILLEGAL DRUGS: The possession, use, or distribution of controlled substances is prohibited on campus and is subject to law enforcement and campus disciplinary actions. Minimum sanction is suspension. Maximum sanction is prosecution in a court of law.

ALCOHOLIC BEVERAGES: Students and/or visitors are not allowed to possess alcohol or drugs on the campus. If drugs or alcohol are found, the student and/or visitor will be expelled from the campus. Shorter
College prohibits the possession, consumption, sale, transfer, purchase or distribution of alcoholic beverages by students on campus or off campus at events sponsored by college organizations, student groups, or departments. Depending upon the nature and/or quantity, the local law enforcement officials will be summoned and the matter turned over to them. The College will still enforce its policy of suspension or expulsion. It is also a violation for anyone to possess, use, be intoxicated or impaired due to alcohol consumption. The incident is recorded and the dean will enforce the appropriate statute for the category of the offense. First offense violations vary from counseling to probation. Repeat violations will result in suspension. In lieu of expulsion, a student could agree to participate in a drug rehabilitation program. The College has access to information and can recommend the student’s participation. Once successfully completing the program, the violator may be re-admitted under supervision and on strict probation. The sale of drugs and alcohol merit an immediate termination and the involvement of local law enforcement officials.

Sanctions for Violating Drug and Alcohol Policy

Violation of Shorter College’s policy regarding illegal drugs and alcohol may result in suspension or expulsion. Students found in violation of the illegal drug and alcohol policy may also be subject to local, state, or federal laws and may face criminal charges punishable by fines and/or imprisonment.

Health Risks

Illicit drugs as well as alcohol and other illegal drugs have various effects on the body and mind. For more information on the effects on the body and mind; and the signs that indicate a person is becoming dependent on a substance, please visit the National Institute on Drug Abuse at https://www.drugabuse.gov/drugs-abuse.

Strategies Used for a Positive Influence on the Campus Culture as it Relate to Alcohol and Drug Abuse

- Keeping the library and Student Center open longer.
- Restrict alcohol advertising on campus and in campus publications.
- Monitor organizations to ensure compliance with alcohol policies and laws.
- Provide a wide range of alcohol-free social and recreational activities.
- Disciplining repeat offenders and those who engage in unacceptable behavior associated with substance use.
- Notify the appropriate persons when students engage in serious or repeated violations of alcohol or other drug policies or laws.

**Referral**

Referrals to private and public facilities, outpatient and inpatient institutions, and individual practitioners are provided by the Division of Student Affairs. Resource lists of area treatment centers are available through the Student Success Coaches in the Division of Student Affairs. Free literature and handouts are also available.

Self-help groups such as Alcoholics Anonymous and Narcotics Anonymous meet in the community.

**Helpful Numbers**

Employee Assistance Program: 501.686.2588
Division of Student Affairs – Director of Success Coaches: 501.569.3185 ext. 133
Shorter College Health & Wellness Services – Dr. Randall Walker: 501.374.6305
Shorter College Police Department: 501.374.6305, ext. 115

**Community Resources for Alcohol and Drug Treatment:**

Alcoholics Anonymous  
(501) 664-7303

Narcotics Anonymous  
(501) 373-8683

Division of Behavioral Health Services, DHS  
(501) 868-9164

Little Rock Community Mental Health  
(501) 686-9300

**Applicable Arkansas Laws**

1. No person under the age of 21 may legally consume or possess alcohol in Arkansas.
2. It is illegal to be so intoxicated in a public place that you are likely to endanger yourself or others or be unreasonably annoying to others. This is a class C misdemeanor, (with a class A as the most serious), and may result in fines and incarceration.

3. Driving a motor vehicle with .08% or more blood alcohol content is a class A misdemeanor that, in addition to incarceration and heavy fines, will result in a suspension of driving privileges from 120-180 days for the first offense. Driving with a license suspended for DWI may result in incarceration for ten days and a $1,000 fine. Refusing the chemical test for blood alcohol content may result in a 180-day suspension of driving privileges for the first offense. In the event of an accident involving a fatality, a blood alcohol content of .08% or higher may result in a charge of manslaughter, even though the driver did not set out to intentionally harm anyone.

4. A person under the age of 21 operating a motor vehicle with .02% but less than .08% blood alcohol content commits the offense of Underage Driving under the Influence. The penalties include suspension of driving privileges for up to 120 days for the first offense, fines up to $500, public service work at the discretion of the court, and mandatory attendance at an alcohol and driving education program.

5. Arkansas statutes 5-27-501 through 503 are aimed at preventing persons under 21 from using altered identification to purchase alcohol. Manufacturing, altering, or distributing altered personal identification for this purpose is a Class C Felony punishable by up to ten years in prison. Possessing altered identification is a class B misdemeanor punishable by up to 90 days in jail and revocation of driving privileges for up to 12 months or age 18, whichever is shortest.

6. Possession of more than one ounce of marijuana or possessing it in a form to facilitate distribution is a felony offense. Possession of any usable amount of any other illegal narcotic is a felony. The penalties range from probation to life in prison.

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**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.

**SMOKE FREE CAMPUS**

Policy for a Tobacco-Free/Vape-Free Shorter College Campus
Because Shorter College is committed to providing a safe and healthy working, and learning environment for the students, faculty, staff and visitors on its campus, it hereby adopts the following tobacco-free/vape-free policy.

Section 1. Findings and Intent.
The 2006 U.S. Surgeon General's Report, The Health Consequences of Involuntary Exposure to Tobacco Smoke, concluded that (1) secondhand smoke exposure causes disease and premature death in adults and children who do not smoke; (2) children exposed to secondhand smoke are at an increased risk for sudden infant death syndrome (SIDS), acute respiratory problems, ear infections, and asthma attacks, and that smoking by parents causes respiratory symptoms and slows lung growth in their children; (3) exposure of adults to secondhand smoke has immediate adverse effects on the cardiovascular system and causes coronary heart disease and lung cancer; (4) there is no risk-free level of exposure to secondhand smoke; (5) establishing smoke-free/tobacco-free public and workplaces such as college campuses is the only effective way to ensure that secondhand smoke exposure does not occur, because ventilation and other air cleaning technologies cannot control for exposure of nonsmokers to secondhand smoke; and (6) evidence from peer-reviewed studies shows that smoke-free/tobacco-free/vape-free policies and laws do not have an adverse economic impact on the businesses and institutions of higher education. (U.S. Department of Health and Human Services. The Health Consequences of Involuntary Exposure to Tobacco Smoke: A Report of the Surgeon General. U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health, 2006.)

According to the 2010 U.S. Surgeon General's Report, How Tobacco Smoke Causes Disease, even occasional exposure to secondhand smoke is harmful and low levels of exposure to secondhand tobacco smoke lead to a rapid and sharp increase in dysfunction and inflammation of the lining of the blood vessels, which are implicated in heart attacks and stroke. (U.S. Department of Health and Human Services. How Tobacco Smoke Causes Disease: The Biology and Behavioral Basis for Smoking Attributable Disease: A Report of the Surgeon General. Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health, 2010.)

According to the 2014 U.S. Surgeon General's Report, The Health Consequences of Smoking—50 Years of Progress, secondhand smoke exposure causes stroke in nonsmokers. The report also found that since
the 1964 Surgeon General’s Report on Smoking and Health, 2.5 million nonsmokers have died from diseases caused by tobacco smoke. (U.S. Department of Health and Human Services. The Health Consequences of Smoking—50 Years of Progress. U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health, 2014.)

Numerous studies have found that tobacco smoke is a major contributor to indoor air pollution, and that breathing secondhand smoke (also known as environmental tobacco smoke) is a cause of disease in healthy nonsmokers, including heart disease, stroke, respiratory disease, and lung cancer. The National Cancer Institute determined in 1999 (Monograph #10) that secondhand smoke is responsible for the early deaths of approximately 53,000 Americans annually. (National Cancer Institute (NCI), "Health effects of exposure to environmental tobacco smoke: the report of the California Environmental Protection Agency. Smoking and Tobacco Control Monograph 10," Bethesda, MD: National Institutes of Health, National Cancer Institute (NCI), August 1999.)

Based on a finding by the California Environmental Protection Agency in 2005, the California Air Resources Board has determined that secondhand smoke is a toxic air contaminant, finding that exposure to secondhand smoke has serious health effects, including low birth-weight babies; sudden infant death syndrome (SIDS); increased respiratory infections in children; asthma in children and adults; lung cancer, sinus cancer, and breast cancer in younger, premenopausal women; heart disease; and death. (California Air Resources Board (ARB), "Appendix II Findings of the Scientific Review Panel: Findings of the Scientific Review Panel on Proposed Identification of Environmental Tobacco Smoke as a Toxic Air Contaminant as adopted at the Panel's June 24, 2005 Meeting," California Air Resources Board (ARB), September 12, 2005.)

The U.S. Centers for Disease Control and Prevention has determined that the risk of acute myocardial infarction and coronary heart disease associated with exposure to tobacco smoke is non-linear at low doses, increasing rapidly with relatively small doses such as those received from secondhand smoke or actively smoking one or two cigarettes a day, and has warned that all patients at increased risk of coronary heart disease or with known coronary artery disease should avoid all indoor environments that permit smoking. (Pechacek, Terry F.; Babb, Stephen, “Commentary: How acute and reversible are the cardiovascular risks of secondhand smoke?” British Medical Journal 328: 980-983, April 24, 2004.)

Unregulated high-tech smoking devices, commonly referred to as electronic cigarettes, or “e-cigarettes,” closely resemble and purposefully mimic the act of smoking by having users inhale vaporized liquid nicotine created by heat through an electronic ignition system. After testing a number of e-cigarettes from two leading manufacturers, the Food and Drug Administration (FDA) determined that various samples
tested contained not only nicotine but also detectable levels of known carcinogens and toxic chemicals, including tobacco-specific nitrosamines and diethylene glycol, a toxic chemical used in antifreeze. The FDA’s testing also suggested that “quality control processes used to manufacture these products are inconsistent or non-existent.” ([n.a.], “Summary of results: laboratory analysis of electronic cigarettes conducted by FDA,” Food and Drug Administration (FDA), July 22, 2009; http://www.fda.gov/NewsEvents/PublicHealthFocus/ucm173146.htm Accessed on: October 22, 2009.)

According to a more recent study, electronic cigarette emissions are made up of a high concentration of ultrafine particles, and the particle concentration is higher than in conventional tobacco cigarette smoke. (Fuoco, F.C.; Buonanno, G.; Stabile, L.; Vigo, P., "Influential parameters on particle concentration and size distribution in the mainstream of e-cigarettes," Environmental Pollution 184: 523-529, January 2014.)

Electronic cigarettes produce an aerosol or vapor of undetermined and potentially harmful substances, which may appear similar to the smoke emitted by traditional tobacco products. Their use on college campuses, in work and other public places where smoking of traditional tobacco products is prohibited creates concern and confusion and leads to difficulties in enforcing the smoking prohibitions.

According to the American Nonsmokers’ Rights Foundation, more than 1,300 colleges and universities in the United States have adopted smoke-free or tobacco-free/vape-free policies and this number is rising steadily. The American College Health Association “encourages colleges and universities to be diligent in their efforts to achieve a 100% indoor and outdoor campus-wide tobacco-free/vape-free environment.”

The United States Department of Health and Human Services (HHS) has created the Tobacco-Free College Campus Initiative (TFCCI) to promote and support the adoption and implementation of tobacco-free policies at universities, colleges, and other institutions of higher learning across the United States. The smoking of tobacco, hookahs, or marijuana and the use of electronic cigarettes are forms of air pollution and constitute both a danger to health and a material public nuisance.

In Arkansas, all public funded colleges and universities have adopted and implemented a tobacco–free campus policy. Only two Historically Black Colleges and Universities (HBCU’s) in the state have adopted and implemented a tobacco-free campus policy. Shorter College with its current comprehensive health mission is seeking to become the third HBCU to adopt and implement a tobacco-free/nicotine-free campus policy.

Accordingly, the Shorter College Board of Trustees finds and declares that the purposes of this policy are (1) to protect the health of students, faculty, staff, visitors and the general public by prohibiting smoking and the use of other tobacco products, including electronic cigarettes, on the Shorter College campus; (2) to guarantee the right of nonsmokers to breathe smoke-free and nicotine free air, while recognizing that
the need to breathe smoke-free air shall have priority over the desire to smoke; and (3) to encourage a healthier, more productive learning environment for all members of our campus community.

Section 2. Definitions.

A. “Electronic Smoking Device” means any product containing or delivering nicotine or any other substance intended for human consumption that can be used by a person to simulate smoking through inhalation of vapor or aerosol from the product. The term includes any such device, whether manufactured, distributed, marketed, or sold as an e-cigarette, e-cigar, e-pipe, e-hookah, or vape pen, or under any other product name or descriptor.

B. “Hookah” means a water pipe and any associated products and devices which are used to produce fumes, smoke, and/or vapor from the burning of material including, but not limited to, tobacco, shisha, or other plant matter.

C. “Smoking” means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, or pipe, or any other lighted or heated tobacco or plant product intended for inhalation, including hookahs and marijuana, whether natural or synthetic, in any manner or in any form. “Smoking” also includes the use of an electronic smoking device which creates an aerosol or vapor, in any manner or in any form, or the use of any oral smoking device for the purpose of circumventing the prohibition of smoking in this Article.

D. “Tobacco Product” means any substance containing tobacco leaf, including but not limited to, cigarettes, cigars, pipe tobacco, hookah tobacco, snuff, chewing tobacco, dipping tobacco, bidis, blunts, clove cigarettes, or any other preparation of tobacco; and any product or formulation of matter containing biologically active amounts of nicotine that is manufactured, sold, offered for sale, or otherwise distributed with the expectation that the product or matter will be introduced into the human body by inhalation; but does not include any cessation product specifically approved by the U.S. Food and Drug Administration for use in treating nicotine or tobacco dependence.

Section 3. Smoking and Tobacco Use Prohibited on Shorter College Campus.

In light of the above findings, Shorter College campus shall be entirely tobacco/vape-free.

The Tobacco-Free/Vape Free Policy applies to all Shorter College facilities, property, and vehicles, owned or leased, regardless of location. Smoking and the use of tobacco products shall not be permitted in any enclosed place, including, but not limited to, all offices, classrooms, hallways, waiting rooms, restrooms, meeting rooms, community areas, performance venues and private residential space within Shorter College Campus housing. Smoking and the use of tobacco products shall also be prohibited outdoors on all Shorter College campus property, including, but not limited to, parking lots, paths, fields,
Section 4. Promotion and Sale of Tobacco Products Prohibited on Shorter College Campus.

In further recognition of the incompatibility of Shorter College’s educational mission and the promotion of tobacco products:

No tobacco-related advertising or sponsorship shall be permitted on Shorter College campus property, at Shorter College-sponsored events, or in publications produced by the Shorter College, with the exception of advertising in a newspaper or magazine that is not produced by Shorter College and which is lawfully sold, bought, or distributed on Shorter College property.

For the purposes of this policy, “tobacco related” applies to the use of a tobacco brand or corporate name, trademark, logo, symbol, or motto, selling message, recognizable pattern or colors, or any other indicia of product identical to or similar to, or identifiable with, those used for any brand of tobacco products or company which manufactures tobacco products. No tobacco products or paraphernalia shall be sold or distributed as samples on the college grounds, either in vending machines, the student union, or any area on campus.

Copies of this policy shall be distributed to all faculty and staff and shall be included with information given to all admitted students. Announcements shall also be printed in campus publications, posted on bulletin boards in highly visible areas to insure that everyone is aware of and understands the policy. Signs prohibiting smoking and the use of tobacco products shall be posted at all points of entry to the Shorter College campus and at all Shorter College building entrances. No ashtrays shall be provided at any location on campus.

This policy is being announced 67 days prior to its implementation in order to give smokers time to adapt to its restrictions and to facilitate a smooth transition to a tobacco-free/vape-free environment. On-site smoking cessation programs shall be made available to assist and encourage individuals who wish to quit smoking. Questions and problems regarding this policy should be handled through existing departmental administrative channels and administrative procedures.

The success of this policy will depend on the thoughtfulness, consideration, and cooperation of smokers and nonsmokers. All students, faculty, and staff share in the responsibility for adhering to and enforcing this policy. Violations of the policy will be treated in accordance with general campus disciplinary procedures.

This Policy shall be effective on May 2, 2016

Implementation and Enforcement of Tobacco-Free/Vape-Free Shorter College Campus Policy

IMPLEMENTATION
Authority for enforcement of this policy is vested in the Deans of Colleges, Department Chairs, Supervisors, Faculty/Staff, Dean of Students, Athletic Director or their designee, Shorter College Our Healthy HBCU Task Force, and the Shorter College Police Department, in conjunction with the Shorter College Policy Committee.

**COMPLIANCE**

Violation of this policy may result in corrective action under the Student Code of Conduct, Human Resources Policies and Procedures or other applicable Shorter College Regulations or Policies. Visitors refusing to comply may be asked to leave campus.

**TOBACCO/VAPE FREE IMPLEMENTATION & COMPLIANCE GUIDELINES**

Effective May 2, 2016, Shorter College will create a *tobacco free/vape free* campus that encompasses the entire Shorter College campus and all properties owned, operated, leased, or controlled by Shorter College. These guidelines are intended to assist Faculty/Staff, Administrators and students in the implementation of this policy change.

Violation of the policy is defined as using *any* tobacco products, including *e cigarettes* and other non-combustible tobacco products, within the prohibited areas.

Successful implementation of the Policy will engage everyone in creating a culture of compliance. Faculty/staff and students will be given information and communication about the policy. Through a variety of communication venues, the College will courteously remind any faculty/staff, student, visitor, vendor, or contractor violating the Policy that Shorter College prohibits the use of all tobacco products on the Shorter College property.

Authority for enforcement of this policy is vested in the Deans of Colleges, Department Chairs, Supervisors, Faculty/Staff, Dean of Students, Shorter College Task Force, and the Shorter College Police Department, in conjunction with the Shorter College Policy Committee. They are responsible for responding to reported violations of the Policy.

I. **EMPLOYEES**

Employees are defined as persons employed by Shorter College (faculty, staff, student, and temporary). All Shorter College employees will be informed of Shorter College Tobacco Policy. An employee who violates the Policy will be subject to corrective action under the Human Resources Policies and Procedures or other applicable University regulations or policies. Employees on the Shorter College Campus may also be referred to the Vine, the Shorter College Health and Wellness Center-The Vine for access to wellness programs or other programs to manage symptoms and/or treat tobacco dependence as appropriate.

II. **STUDENTS**
During the admission and enrollment process, all students will be informed of Shorter College Tobacco policy and receive informative materials relating to the policy.

Students on the Tuskegee Campus may also be referred to the Shorter College Student Health & Wellness Center-The Vine for access to smoking cessation treatment programs or other programs to manage symptoms and/or treat tobacco dependence as appropriate.

A. Student

Students who violate the Policy will be reported to the Dean of the appropriate college or the Dean of Students. Students who violate the Policy in student housing areas will be reported to the Office of Residence Life. Students who violate the Policy will be subject to corrective action according to the applicable disciplinary code.

B. Dual Student/Employee Status

Some students, such as Teaching Assistants or Graduate Assistants, may have dual status as a student and an employee. These students who violate the policy should be reported to the Dean of their college, or the Dean of Students. These students may be subject to corrective action according to the applicable disciplinary code, the Human Resources Policies and Procedures or other applicable Shorter College regulations or policies.

III. CAMPUS VISITORS AND GUESTS

Visitors and Guests will be notified of this policy through campus signage, notification on the Shorter College website, and notification provided by the Shorter College department that is responsible for their visit. Visitors and guests who pre-register for a visit will be informed of the Tobacco/Vape free policy at the time of registration or prior to the visit. Tobacco/Vape use violations by any person will be reported to the Shorter College department that is responsible for their visit. Guests and visitors who violate the Policy may be asked to leave campus.

IV. VENDOR AND CONTRACTS

Vendors and contractors will be informed of Shorter College Tobacco Policy in the bid or contract documents. Violations of the Policy by vendors or contractors or any of their employees or agents, including subcontractors, will be considered a breach of contract.

Tobacco/Vape used by a vendor or contractor will be reported to the appropriate campus contact, such as the Physical Plant Division, Purchasing, Project Managers, Food Services, etc. The name or description of the individual and location should be provided. Follow up will be handled by the Facility Project Manager.

TOBACCO/VAPE FREE ENFORCEMENT
In accordance with respective campus policies, procedures, and the Student Codes of Conduct, violators of this policy will be subjected to appropriate disciplinary actions up to and including applicable dismissal procedures. Moreover, any member of the Shorter College Community may and is expected to identify violators of this policy. Support will be provided by the Shorter College Police Department, and any supervisors for those who are not comfortable with addressing the violation of his/her own.

Enforcement of the Tobacco/Vape Free Policy is expected following the basic procedures set out in this document and the detailed procedures.

A. Employee Violation
1. Anyone identifying an employee violation will:
   a. Report it to a supervisor; or
   b. Report it to Human Resources; **AND**
   c. Report it to the Shorter College Police.

2. Shorter College Police will complete the reporting process.

B. Student Violations
1. Anyone identifying a student violation will:
   a. Obtain the violator’s full name and/or ask for their identification card; **AND**
   b. Report the incident to the Shorter College Police Department
   c. Contact Shorter College Police when:
      i. The violator is non-compliant; or
      ii. It is outside of normal College Business Hours
   d. **Contact Housing & Residential Life when:**
      iii. *The individual violator lives in campus housing*

2. Shorter College Police will forward all violations and reports received to Shorter College Task Force for documentation, and the Shorter College Business Office.

3. Shorter College Police will be responsible for addressing all violations with faculty, staff, visitors, guests, vendors, and contractors on Shorter College as defined by the college boundaries.
   a. Reminding the person of this policy;
   b. Requesting immediate compliance with this policy;
   c. Obtaining the violator’s full name/or asking for their identification card; and/or
   d. Completing a paper/online violation form

C. Visitor Violations
1. Anyone identifying a visitor violation associated with an event will:
   a. Contact Shorter College Police; or
   b. Contact the office responsible for the event in which the visitor is participating.
2. Anyone identifying a visitor violation not associated with a College event will contact Shorter College Police Department.
3. Visitors who do not comply will be removed from campus at the discretion of the Shorter College Police Department.

**D. Documentation of Violations**

A form will be completed either on paper/online for each occurring violation, and recorded in CAMs. Assistance and director from Human Resources/Business Office, and the Shorter College Task Force, and Judicial Affairs will be made available. This form:

1. Will be completed on paper/online and recorded in CAMS;
2. Will be forwarded to Human Resources/Business Office for documentation of each violation;
3. Will be forwarded to the Shorter College Task Force for documentation of each violation;
4. Will be used to monitor repeat violations;
5. May be forwarded to Judicial Affairs.

**F. Sanctions**

Judicial Affairs will address sanctions for student violations and Human Resources will address those for Shorter College employees. Consequences of violating this policy encompasses a wide range of sanctions that include, but are not limited to, verbal warning, written documentation/warning, and fines proceedings for both employees and students.

1. Students

   The respective campus Judicial Affairs Director will address sanctions for student violators. Sanctions will pursue a progressive format for all reported violations as follows:
   
   a. First Violation
      
      i. The violator will receive a verbal warning from the Shorter College Police through Judicial Affairs and a verbal policy reminder.
   
   b. Second Violation
      
      i. The violator will receive a $50.00 fine, and referred to the Shorter College Health & Wellness Center’s Smoking cessation program or recommended cessation program.

      The Business Office will receive a copy of the fine and the fine will be placed on the violators account if a student or student-employee. The fine will need to be paid in the business office.

   c. Third Violation
      
      i. The violator will receive a $75.00 fine, and referred to the Shorter College Health & Wellness Center’s Smoking cessation program or recommended cessation program.
The Business Office will receive a copy of the fine and the fine will be placed on the violators account if a student or student-employee. The fine must be paid in the business office.

d. Fourth Violation
   i. The violator will receive a $100.00 fine, and referred to the Shorter College Health & Wellness Center’s Smoking cessation program or recommended cessation program

   The Business Office will receive a copy of the fine and the fine will be placed on the violators account if a student or student-employee. The fine must be paid in the business office.

2. Employees

Violators of Shorter College policies are subject to disciplinary action up to and including applicable dismissal proceedings. Progressive disciplinary sanctions will be implemented through the following general format, which includes, but is not limited to:

a. First Violation
   i. The violator will receive a verbal warning from through his/her supervisor with the assistance of Human Resources and a verbal policy reminder from the Shorter College Police

b. Second Violation
   i. The violator will receive a $50.00 fine, and referred to the Shorter College Health & Wellness Center’s Smoking cessation program or recommended cessation program

   The Business Office will receive a copy of the fine and the fine will be placed on the violators account if a student or employee. The fine will need to be paid in the business office.

c. Third Violation
   i. The violator will receive a $75.00 fine, and referred to the Shorter College Health & Wellness Center’s Smoking cessation program or recommended cessation program

   The Business Office will receive a copy of the fine and the fine will be placed on the violators account if a student or employee. The fine must be paid in the business office.
d. Fourth Violation
   i. The violator will receive a $100.00 fine, and referred to the Shorter College Health & Wellness Center’s Smoking cessation program or recommended cessation program

   The Business Office will receive a copy of the fine and the fine will be placed on the violator’s account if a student or employee. The fine must be paid in the business office.

   NOTE: The University/campus reserves the right to consider mitigating factors that may influence the process to make it stricter or more lenient depending on the particular circumstances.

3. Visitors

   Visitors found in violation of this policy will be requested to comply. Those who do not comply will be asked to leave the respective campus. Police officers reserve the right to issue summons for violations. Repeat violators may also be banned from the campus.

G. Compliance

   The success of this policy will depend on the thoughtfulness, consideration, and cooperation of tobacco users and non-tobacco users. It is the responsibility of all members of the Shorter College community to comply with this policy as well as all other Shorter College policies. Members of our various campus communities are empowered and expected to professionally and respectfully inform others about the policy in an ongoing effort to enhance awareness and encourage compliance. Furthermore, employees and student leaders are expected to serve as role models for the entire campus community. Violations of this policy will be handled in a manner that is consistent with all University policies and procedures.

   Furthermore, employees and student leaders are expected to serve as role models for the entire campus community. Violations of this policy will be handled in a manner that is consistent with all Shorter College policies and procedures.

   Smoking waste management products, such as ashtrays, shall be removed from all campus premises within a reasonable timeframe.

V. NOTICE

   Signs communicating this policy shall be prominently posted and properly maintained where tobacco use and smoking are regulated by this policy, including all building entrances, grounds, and vehicles. Shorter College shall also notify students, parents/guardians, staff, contractors, and other school visitors annually of the Tobacco/Vape-free policy in written materials including, but not limited to, handbooks, manuals, contracts, newspapers and newsletters.
VI. POLICY AND PROCEDURE REVIEW

The Our Healthy HBCU Shorter College Task Force, Human Resources, and respective campus Office of Student Life will maintain specific responsibility for completing revisions and associated outreach.

This policy was adopted by the Shorter College Board of Directors on March 29, 2016.

The Implementation and Enforcement Policy was reviewed and adopted by the President O Jerome Green on May 20, 2016.

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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 –
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]

D. August 21, 2015 – Modifications were made to the following degree programs: Basic Studies with emphasis in Childhood Development, Criminal Justice and Entrepreneurial Studies to major approval from both TRACS and ADHE. [Change number 3-15]

E. November 4, 2015 (Retro to 8/15/2015) – Modifications were made to the attendance policy. [Change number 4-15]

F. January 1, 2016 – Modifications were made to the disbursement policy [Change number 5-15]

G. February 2, 2016 (Retro to January 19, 2016) – Modifications to the Chapel policy. [Change number 4-16]

H. March 4, 2016 – Modifications/revisions to the Class Attendance Policy and merging the class attendance policy with the administrative withdraw policy for non-attendance. [Change number 5-16]

I. July 21, 2016 – New policies and updates to the following policies below. [Change number 6-16]
   - Attendance Policy (UPDATED POLICY)
   - Repeated Coursework Policy (UPDATED POLICY)
   - Ability-to-Benefit Policy – Addition and should be RETRO ACTIVE 2015-2016
   - Satisfactory Academic Progress (UPDATED POLICY)
   - Admission of Transfer Students – (UPDATED POLICY)
   - Admission of Special And Transient Policy – (NEW POLICY)
   - Smoke Free Policy- (NEW POLICY)
   - Modifications to the Childhood Development and Christian Leadership Degree Programs
   - Removal of Repeated Coursework Policy