

# BELHAVEN UNIVERSITY

Jackson, Mississippi

*A CHRISTIAN UNIVERSITY OF  
LIBERAL ARTS AND SCIENCES  
FOUNDED IN 1883*

*CATALOGUE 2018-2019*

*EFFECTIVE JULY 1, 2018*

# DIRECTORY OF COMMUNICATION

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|  |                                      |
|--|--------------------------------------|
| Traditional Admission                          | (601) 968-5940 or (800) 960-5940     |
| Adult and Graduate Studies Admission – Jackson | (601) 968-5988 or Fax (601) 352-6969 |
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| Chattanooga                                    | (423) 265-7784 or Fax (423) 265-2703 |
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| Desoto   | (622) 469-5387 or Fax (662)-314-8626 |
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| Security                                       | (601) 968-5900                       |
| Student Financial Services                     | (601) 968-5933                       |
| Financial Aid                                  | (601) 968-5933                       |
| Student Accounts                               | (601) 968-5933                       |
| Student Development                            | (601) 968-5932                       |
| Online Admission                               | (601) 965-7043                       |
| Online Student Services                        | (601) 968-8947                       |

## Website

<http://www.belhaven.edu>  
<http://atlanta.belhaven.edu>  
<http://chattanooga.belhaven.edu>  
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<http://orlando.belhaven.edu>  
<http://online.belhaven.edu>

Visitors are welcome at Belhaven University. The admission office for the Traditional program is located on the 2<sup>nd</sup> Floor of the McCravey-Triplett Student Center and is open Monday through Friday from 8:00 a.m. to 5:00 p.m. Prospective students may request interviews for Saturday mornings. Students interested in the Adult Studies and Online programs may contact the admission office for that program.

Belhaven University reserves the right to change the fees, rules, and calendar regulating admission and registration, instruction in and graduation from the University, and to change any other regulations affecting the student body. Changes go into effect whenever the proper authorities so determine, and apply not only to prospective students but also to those who at that time are enrolled in the University.

**POLICY OF NONDISCRIMINATION**

Belhaven University does not discriminate in administration of education policies, applications for admission, scholarship and loan programs, or athletic and extracurricular programs. The rights, privileges, programs, and activities at Belhaven University are made available to all students who are enrolled regardless of sex, religion, color, national origin, handicap, or age.

**POLICY ON PRIVACY OF STUDENT RECORDS**

Belhaven University is in compliance with the policies on privacy of student records as described in the Family Educational Rights and Privacy Act of 1974. Specific details of policy are included in the student handbook.

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## **GENERAL INFORMATION**

### **PROFILE**

Belhaven University is a Christian liberal arts university dedicated to helping people grapple with the complex issues of life and to preparing them for positions of leadership in a rapidly changing society. A community of professors and students working together in a Christian environment, Belhaven emphasizes the importance of the individual. In addition to a strong traditional liberal arts program, Belhaven provides an atmosphere in which students can find purpose and meaning in life. Academic preparation and Christian experience go hand in hand at Belhaven.

Each student is encouraged to develop and grow to the best of his or her potential and to face the future with confidence and determination. Interwoven into academic preparation is a curriculum that emphasizes personal values and constructive attitudes toward work, other people, and the quality of life.

Belhaven strives for excellence in higher education. The University is dedicated to the belief that only the Christian liberal arts institution can educate men and women capable of totally purposeful action and direction.

Belhaven University has a rich heritage of prominence in education dating back to 1883. Three associate’s degrees, thirteen bachelor’s degrees and eight master’s degrees are offered. In addition to traditional majors, programs of general studies are available. There are also pre-professional programs in engineering, ministry, medicine, dentistry, law, and nursing.

Belhaven University has a long and productive history of relationship with the Presbyterian Church. Until 1972, the University was owned and operated by the Synod of Mississippi, Presbyterian Church in the United States, through a Synod-elected board of trustees. In 1972, the Synod gave ownership of the University to a self-perpetuating board of trustees. The University has a covenant relationship with the Synod of Living Waters of the Presbyterian Church (U.S.A.) and seeks to deepen its relationship with various other Presbyterian bodies. Faculty and staff members are drawn from various denominations, with the primary Presbyterian denominations represented being the Presbyterian Church (U.S.A.), the Presbyterian Church in America, and the Evangelical Presbyterian Church. The University receives both financial support and students from these three denominations.

Belhaven University is a Mississippi nonprofit corporation, recognized by the Internal Revenue Service as a 501(c)(3) corporation.

### **ACCREDITATION**

Belhaven University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, master, specialist, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Belhaven University.

The Department of Music is an accredited institutional member of the National Association of Schools of Music (NASM). The Department of Art is an accredited institutional member of the National Association of Schools of Art and Design (NASAD). The Department of Dance is an accredited institutional member of the National Association of Schools of Dance (NASD). The Department of Theatre is an accredited institutional member of the National Association of Schools of Theatre (NAST).

Belhaven University has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE) located at 11374 Strang Line Road in Lenexa, Kansas, USA. The business programs in the following degrees are accredited by the IACBE: Master of Business Administration, Master of Public Administration, Master of Science in Leadership, Bachelor of Science in Accounting, Bachelor of Science in Business Administration, Bachelor of Business Administration, Bachelor of Science in Management and Bachelor of Sports Administration.

Contact information for state licensure is listed below. If you are an online student residing in a state not listed below please contact the Associate Provost's Office at 601-968-5942 for information regarding your state. Students with complaints not resolved at the institution level can refer to the Mississippi Commission on College Accreditation [Student Complaint Process](#) web site and the [Student Complaint Form](#).

**Arkansas** – Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution, course or degree program. Such certification merely indicates that certain minimum standards have been met under the rules and regulations of institutional certification as defined in Arkansas Code §6-61-301.

**Florida** – Licensed by the Commission for Independent Education. Additional information regarding Belhaven University may be obtained by contacting the Commission for Independent Education, 325 W. Gaines Street, Suite 1414, Tallahassee, Florida 32399-0400, or by calling 850-245-3200. Florida Department of Law Enforcement (FDLE) sexual predator and sexual offender registry website and toll free telephone number.

FDLE website - <http://offender.fdle.state.fl.us/offender/homepage.do>

FDLE toll-free number - 1-888-357-7332 for TTY Accessibility - 1-877-414-7234

**Georgia** – Licensed by the Georgia Nonpublic Postsecondary Education Commission. Additional information may be obtained by contacting the State of Georgia Nonpublic Postsecondary Education Commission, 2082 East Exchange Place, Suite 220 Tucker, Georgia 30084-5305, or by calling 770-414-3300. For Georgia Students: If a complaint is not settled at the institutional level, the student may contact the Georgia Nonpublic Postsecondary Education Commission (GNPEC) at 770-414-3300. <https://gnpec.georgia.gov/student-complaints>

**Indiana** - This institution is authorized by The Indiana Board for Proprietary Education, 101 W. Ohio St., Suite 670, Indianapolis, IN 46204-1984.

**Maryland** – Belhaven University is registered with the Maryland Higher Education Commission. Complaints should be directed to: Maryland Attorney General, Consumer Protection Division, 200 St. Paul Street, Baltimore, MD, 21202, T: 410-528-8862 or toll free at 888-743-0823.

**Mississippi** – Licensed by the Mississippi Commission on College Accreditation. Additional information can be obtained by contacting the Mississippi Commission on College Accreditation, 3825 Ridgewood Road, Jackson, MS 39211 or by calling 601-432-6372.

**Tennessee** – Belhaven University is authorized by the Tennessee Higher Education Commission. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.

Additional information regarding yearly authorization may be obtained by contacting the Tennessee Higher Education Commission, Parkway Towers, Suite 1900, Nashville, TN 37243-0830. For Tennessee Students: If a complaint is not settled at the institutional level, the student may contact the Tennessee Higher Education Commission at 615-741-5293.

**Texas** – Belhaven University is approved by the Texas Higher Education Coordinating Board to offer the following degrees in Houston, Texas: Associate of Arts with major in General Studies, Bachelor of Arts in Social Services, Bachelor of Business Administration with major in General Business, Bachelor of Healthcare Administration, Master of Business Administration with major in General Business, Master of Education, and Master of Science in Leadership.

Belhaven University is a member of the Mississippi Association of Independent Colleges, the Association of Presbyterian Colleges and Universities, the National Association of Independent Colleges and Universities, and the Council for Christian Colleges and Universities.

## **VISION AND MISSION OF BELHAVEN UNIVERSITY**

Belhaven University prepares students academically and spiritually to serve Christ Jesus in their careers, in human relationships, and in the world of ideas.

Belhaven University affirms the Lordship of Christ over all aspects of life, acknowledges the Bible as the foundational authority for the development of a personal worldview, and recognizes each individual's career as a calling from God. Each academic department is committed to high academic goals for its students and clarifies the implications of biblical truth for its discipline. Belhaven upholds these commitments in offering undergraduate and graduate programs, by conventional or technological delivery modes, and in local, national, and international venues. The University requires a liberal arts foundation in each undergraduate degree program, in order to best prepare students to contribute to a diverse, complex and fast-changing world.

By developing servant leaders who value integrity, compassion, and justice in all aspects of their lives, the University prepares people to serve, not to be served.

Revised August 2010.

## **OUR STATEMENT OF FAITH**

1. We believe that there is only one God, eternally existent in three persons: Father, Son, and Holy Spirit.
2. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return to power and glory.
3. We believe the Bible to be the inspired, inerrant, and only infallible, authoritative Word of God, which exercises ultimate authority over the individual, the Church, and human reason.
4. We believe that justification through Christ is received by repentant sinners through faith alone, without works.
5. We believe that God, by His Spirit, progressively transforms the lives of those who are justified by God.
6. We believe in the resurrection of both the saved and the lost: they that are saved unto the resurrection of life and they that are lost unto the resurrection of damnation.

## **HISTORY**

Since its founding, Belhaven University has sought to fulfill the mission expressed in its motto: "To serve, not to be served."

Founded in 1883 through the merger of Mississippi Synodical College and McComb Female Institute, the University we know today put roots down in Jackson in 1894 with Dr. Lewis Fitzhugh as president. A small school for a few dozen women, Belhaven College for Young Ladies opened in the former large residence of Colonel Jones S. Hamilton, located on Boyd Street. The College took the name of the house, Belhaven, in honor of Hamilton's ancestral home in Scotland.

Fire destroyed the original building in February 1895, but, with the help of Jackson citizens, the College reopened in the fall of 1896 on the same site. Dr. Fitzhugh served as president until his death in 1904, after which his heirs sold the College to Dr. J. R. Preston. He served as president until the College was destroyed again by fire in 1910, at which time Dr. Preston donated the title of the College to the Presbyterian Church. First Presbyterian Church in Jackson advocated on Belhaven's behalf with the Synod for establishing the school in an undeveloped section of Jackson—an area which is now the campus home on Peachtree Street and around which Belhaven neighborhood grew up.

In September 1911, the Central Mississippi Presbytery reopened the school as Belhaven Collegiate and Industrial Institute after the construction of a massive, new three-story brick building that would eventually become Preston and Fitzhugh Halls. Dr. R. V. Lancaster of McComb Female Institute became the third president when the two institutions merged. In 1912, Belhaven became the first women's college to teach chemistry. In 1915, the Board of Trustees changed the school's name to Belhaven College. During these years, improved curricula guidelines and student services were established. Dr. W. H. Frazier succeeded Lancaster as president from 1918-21, and, during his tenure, enrollment grew to 230 students.

In 1921, Guy T. Gillespie, a Presbyterian minister pastoring in Lexington, Mississippi, began a presidency that would last thirty-three years. During Gillespie's tenure, Belhaven earned its first accreditation, started an endowment fund, and made scholarship aid available. Through depression, war, and unstable economic times, Belhaven maintained its Christian mission in the midst of overwhelming challenges. In 1927, Belhaven introduced a Bachelor of Music degree and quickly gained a reputation as an elite school for those drawn to a career in the arts. The Belhaven Singing Christmas Tree began in 1933 and is today the world's oldest outdoor singing Christmas Tree tradition. As for other artistic distinctions, Belhaven faculty founded both the Jackson Symphony Orchestra and the Mississippi Opera Guild during the 1940s.

One of the most important moments in Belhaven's history was a major fire on August 9, 1927—the third devastating fire in the school's history. That day, Dr. Gillespie was on a train from New York to Princeton when he received the following telegram from his secretary, Jennie Armistead, at 7:35 in the morning: "*Belhaven on fire. Absolutely no chance of saving.*" Lightning had struck the center of the college's only building. When the fire was finally extinguished, only the stately columns remained from the center section. Today, two memorial columns are kept in the center of campus in remembrance of those who had the courage to rebuild and carry forward through the Great Depression.

The fire triggered a time of rebuilding for Belhaven. The devastated main building was separated into two mirror buildings—Preston and Fitzhugh Halls—and a fountain was added between them. Also, the first indoor swimming pool in Mississippi was constructed on the ground floor of Fitzhugh Hall. A new residence hall, Helen White, was built in 1930, and Lancaster Hall Student Center (started in 1927) was completed in 1938. Raymond Hall was built in 1940, and a new recreation building, Girault Hall, was completed in 1949.

Dr. Gillespie's greatest contribution is measured by his twenty-five year effort to gain accreditation from the Southern Association of Colleges and Secondary Schools. After years of strengthening academic programs and faculty credentials, building financial stability, creating a library of academic stature, and meeting a host of other standards demanded by the accreditors, unconditional accreditation was granted to Belhaven College on March 28, 1946.

Dr. McFerran Crowe, the pastor of North Avenue Church in Atlanta, succeeded Gillespie in 1954 and, for six years, expanded and upgraded the faculty while modernizing business operations. That same year, the Board of Trustees voted to make Belhaven fully coeducational, leading to the first six male enrollments for the 1954 academic year. The curriculum was expanded to include the liberal arts and sciences. Dr. Crowe helped the college articulate and implement its commitment to teaching from a Reformed perspective while including faculty from a variety of evangelical denominations. He also prioritized construction of new buildings and launched aggressive fundraising efforts that would see fruit following his time of service. Intercollegiate sports for men were added, for example, men's basketball (1956) and tennis (1956). Dr. Robert Cooper served a short time as interim president following service as vice president with Dr. Crowe's administration. Afterwards, Dr. Cooper continued many years as a Greek professor with the College.

Dr. Howard J. Cleland was principal of Murrah High School in Jackson when he was elected president of Belhaven in 1961. An ambitious expansion program marked his tenure, with seven major new buildings completed: Wells Hall (1962), Heidelberg Gymnasium (1963), Irby Science Hall (1963), Robertson Hall (1966), Caldwell Hall (1967), Warren Hood Library (1974), and Bailey Dining Commons (1976). In 1971, the first African American students enrolled at Belhaven. In 1972, the Synod of Mississippi transferred ownership of the College to the Board of Trustees. Men's baseball (1964) was added as an intercollegiate sport, as was women's basketball (1972). The College's enrollment and budget tripled during Dr. Cleland's seventeen-year tenure.

In 1978, Dr. Verne R. Kennedy—a communications faculty member with prior service at the University of Georgia, University of South Alabama, and Louisiana College—was the first Belhaven alumnus elected to serve as chief executive of his alma mater. In eight years as president, he reaffirmed the College's commitment to Christian service, renewed a covenant relationship with the Presbyterian Church USA, and strengthened ties with the Presbyterian Church in America and the Evangelical Presbyterian Church. He gained Board approval and support to develop Belhaven's Christian World and Life View, a cornerstone of the University today. During Dr. Kennedy's tenure, Belhaven joined the Council for Christian Colleges and Universities and the Association of Presbyterian Colleges and Universities. Using his communications expertise, Dr. Kennedy implemented an effective and efficient administrative structure. A men's soccer program was added in 1979, which led eventually to two NAIA National Championship titles (1992 and 2012).

Another alumnus, Dr. Newton Wilson, became president in 1986 after many years of service as a faculty member and academic dean. During his nine-year term, enrollment nearly doubled to 1,000 students, and the number of Belhaven faculty holding terminal degrees surpassed 80%. The College also extended its outreach in nontraditional venues, establishing academic programs designed specifically for adult and evening students in 1988. Most importantly—in a direction-changing decision for Belhaven—the president, provost, and Board leaders addressed the institution's long-term, slow "mission drift" and committed to (1) returning to evangelical faith as the centering hallmark of the school, (2) raising academic standards for applicants and academic quality of educational programs, and (3) becoming an advocate for racial reconciliation in Mississippi. As a result, Belhaven's mission statement was redefined: "Belhaven University prepares students academically and spiritually to serve Christ Jesus in their careers, in human relationships, and in the world of ideas."

[Dr. Roger Parrott](#) was elected tenth president of Belhaven in the fall of 1995, after having served as a president and vice president of other Christian colleges. An aggressive effort was launched to begin a pattern of enrollment and program

growth, coupled with a commitment to spiritual vitality and expanded service. During Dr. Parrott's tenure, overall enrollment has increased from 1,000 to 5,000 students as the awareness of Belhaven grew beyond its long-term, Mississippi-based constituency.

The physical campus also has been transformed with the addition of major buildings and comprehensive renovations, including the following: Stuart C. and Stuart M. Irby Hall Classroom Wings (1998), Gillespie Women's Residence Hall (1998), Heidelberg Gymnasium addition (1999), McCravey-Triplett Student Center (2002), Bettye Quinn House (2002), Center for the Arts (2003), Raymond Hall renovation (2004), Bitsy Irby Visual Arts and Dance Center (2005), Wells/Robertson Lobby (2007), Entergy Pavilion (2008), Fitzhugh Science Hall (2013), Newt and Becky Wilson Hall (2014), Dudley and Robbie Hughes University Village (2015), Dr. Billy Kim International Center (2016), and Belhaven Bowl Stadium and Track (2016)

Since 1995, the number of full-time faculty has quadrupled, undergraduate academic majors have expanded dramatically, and a new general core Worldview Curriculum has been established. The first master's degree (Master of Business Administration) was begun in 1996, and an array of master's degrees followed. In 2017, doctoral-level education began. The Legacy of Learning was established in 2006 to honor faculty serving Belhaven over twenty years.

Dance and theatre were added as majors in the late 1990s, eventually leading to national distinction for Belhaven as one of only thirty-six schools earning national accreditation in all four of the primary arts—theatre, music, visual art, and dance. Additional arts majors were added as well, including Creative Writing, Graphic Design, Arts Administration, and Film Production. The MFA in Dance began in 2013.

Dramatic expansion of academic programs was led by long-term senior vice-president and provost, Dr. Dan Fredericks, who also served as interim president in 1995 and as chair of the Biblical Studies Department before moving into administration.

In 2010, Belhaven College changed its name to Belhaven University in order to better represent the institution's expanded breadth of programs and reach.

The University also established new intercollegiate sports during this period: football (1996), softball (1996), volleyball (1996), golf (1996), and men's and women's track and field (2013), as well as supporting programs such as marching band (2008). In 2014, Belhaven moved its athletic affiliation from the NAIA to the NCAA and joined the Division III American Southwest Conference.

The Memphis campus was opened (1996) and then expanded to two locations (2013). Additional branch campuses were added in Houston (2005), Orlando (opened 1999 and redesigned to online 2015), Chattanooga (2010), Atlanta (2011), Jackson LeFleur Campus (2011), and Madison, MS (2017). An online campus was launched in 2006 and has grown to offer a wide variety of undergraduate and graduate degrees.

Meaningful international partnerships have been created for both students and faculty; as a result, Belhaven attracts students from twenty-four nations. The University enjoys a special relationship with South Korea, and memorialized this friendship with construction of the Dr. Billy Kim International Center, named after Korea's premier Church Statesman.

In the new century, Belhaven has received many national ranking accolades, including being named a *U.S. News & World Report* Top Regional University in the South, a U.S. News Best Online Education Program, and a U.S. News Best Value College. *The Chronicle of Higher Education* also honored Belhaven University as a "Great College to Work For."

## **LOCATION**

Belhaven University is located on a forty-two acre site near the heart of Jackson, the capital and largest city in Mississippi. Jackson, a growing center of industry, commerce, culture, and the arts, has expanded in population from 7,000 at the beginning of the century to a major metropolitan area encompassing about 450,000 individuals. Jackson prides itself on its residential areas, its impressive state and city office buildings, its spacious parks, and its progressive spirit.

Located in a historical residential neighborhood, the Belhaven campus provides a pleasing setting for learning and growth. The campus combines the best of traditional southern architecture with contemporary utilization of space.

The Belhaven University offices for adult and graduate programs are located in the LeFleur building at 4780 I-55 North, Suite 125, Jackson, MS 39211. In addition, many evening classes are held at this location. However, all MAT, MED, and MPA classes are located on the traditional Belhaven Campus at 1500 Peachtree Street, Jackson, MS 39202.

The Belhaven University Atlanta campus is located at 4151 Dunwoody Road, Suite 130, Atlanta, Georgia.

The Belhaven University Chattanooga campuses are located in downtown Chattanooga at 820 Broad Street, Suite 200, Chattanooga, Tennessee and in Dalton, Georgia at 610 Glenwood Avenue, Suite 112, Dalton, GA. Both campuses offer adult programs for undergraduate degrees in business administration and social services and graduate degrees in business administration.

The Belhaven University Desoto campus is located at 7111 Southcrest Parkway, Southaven, Mississippi.

The Belhaven University Memphis campus is located at 1790 Kirby Parkway, Suite 100, Memphis, Tennessee. Adult studies offices, classrooms, and electronic library are housed on the first floor of this facility.

The Belhaven University Florida campus is located in Orlando, 5200 Vineland Road, Suite 100, Orlando, Florida. The community is a blended community of residential and commercial developments, near the fast-growing metropolis of Orlando.

The Belhaven University Houston campus is located in 15115 Park Row, Houston, Texas and offers adult programs for undergraduate and graduate degrees in business administration and graduate education.

The Belhaven University Madison campus is located at 401 Baptist Drive, Madison, MS 39110 and offers adult programs for undergraduate and graduate degrees.



# TRADITIONAL PROGRAM: INFORMATION FOR PROSPECTIVE STUDENTS

## ACADEMIC CALENDAR 2018-2019

|   |   |  |
|---|---|--|
| <b>MAY-TERM 2018</b><br>May 6 – May 17<br>Exams – May 20<br>Registration: Apr. 30 -<br>May 3;<br>Classes Begin: May 6 | <b>SUMMER DAY &amp; EVENING CLASSES - 2018</b><br>1 <sup>st</sup> Term – 5/21 – 6/21; Classes Begin 5/21, Registration: 5/16-17<br>Exams: M/W Exams – 6/27; Day Exams – 6/24; T/R Exams- 6/25<br>2 <sup>nd</sup> Term – 6/26-7/29; Classes Begin 6/26; Registration: 6/21-6/24<br>Exams: M/W Exams – 6/30; Day Exams – 6/31; T/R Exams- 8/2 | <b>ADVANCE REGISTRATIONS</b><br>June Freshman Pre-Registration<br>TBA<br>June Transfer Pre-Registration<br>TBA |
|---|---|--|

### UNIVERSITYCALENDAR

### TRADITIONAL CAMPUS

#### FALL SEMESTER 2018

|                               |  |
|-------------------------------|--|
| Aug. 21, Tues.                | Service of Dedication for the School Year at 7:00 p.m. Kickoff Gathering                             |
| Aug. 22-23, Wed.-Thurs.       | Faculty Workshop   |
| Aug. 24, Fri.                 | Move-in for new students at 8:30 a.m.  |
| Aug. 24, Fri.                 | Move-in for returning students at 1:00 p.m.  |
| Aug. 24-27, Fri. – Mon.       | New Student Orientation  |
| Aug. 24 and 27, Fri. and Mon. | Advising & Registration for Fall 2018  |
| Aug. 28, Tues.                | Traditional day and evening classes begin and 1 <sup>st</sup> Chapel                                 |
| Sept. 3, Mon.                 | Labor Day Holiday – no classes   |
| Sept. 4, Tues.                | Last day to add a course, Internship, Independent Study, or change course status to pass/fail, audit |
| Sept. 4, Tues.                | Last day to drop a course without a grade  |
| Sept. 6, Thurs.               | Graduation application deadline for Fall 2018 degree completion (Traditional students)               |
| Sept. 21-22, Fri.-Sat.        | Family Weekend   |
| Sept. 27, Thurs.              | Graduation application deadline for Spring 2019 degree completion (Traditional students)             |
| Oct. 6, Sat.                  | Mid-semester holiday begins at 1:00 p.m.   |
| Oct. 10, Wed.                 | Mid-semester holiday ends at 8:00 a.m.   |
| Oct. 11, Thurs.               | Mid-semester grades to be posted by 8:30 a.m.  |
| Oct. 22-26, Mon-Fri.          | Advising and Registration for Spring 2019  |
| Nov. 3, Sat.                  | Homecoming   |
| Nov. 5, Mon.                  | Last day to drop a course with a grade of W  |
| Nov. 21, Wed.                 | Thanksgiving Holiday begins at 8:00 a.m.   |
| Nov. 26, Mon.                 | Thanksgiving Holiday ends at 8:00 a.m.   |
| Nov. 30-1, Fri. - Sat.        | Singing Christmas Tree (Begins at 7:30 p.m. each evening)  |
| Dec. 3, Mon.                  | Last regular class meeting   |
| Dec. 4, Tues.                 | Study Day (No Day-Class Exams)   |
| Dec. 4-11, Tues. – Tues.      | Final Examinations – Begin at 6:00 p.m. Tuesday evening Dec. 4                                       |
| Dec. 12, Wed.                 | All grades to be posted by 8:30 a.m.   |
| Dec. 13, Thurs.               | Residence Halls close at 5:00 p.m. (all residents with the exception of commencement participants)   |
| Dec. 15, Sat.                 | Commencement for Aug. & Dec. graduates, Jackson at 9:30 a.m.   |
| Dec. 15, Sat.                 | Residence Halls close at 5:00 p.m. (for commencement participants)                                   |

**SPRING SEMESTER 2019**

|                           |  |
|---------------------------|--|
| Jan. 5, Sat.              | Residence Halls open at 8:30 a.m.  |
| Jan. 7, Mon.              | New Student Orientation at 9:00 a.m.   |
| Jan. 7, Mon.              | Advising & Registration for Spring 2019  |
| Jan. 8, Tues.             | Traditional day and evening classes begin  |
| Jan. 14, Mon.             | Last day to add a course, Internship, Independent Study, or change course status to pass/fail, audit   |
| Jan. 14, Mon.             | Last day to drop a course without a grade  |
| Jan. 21, Mon.             | Martin Luther King, Jr. Holiday – no day or evening classes  |
| Jan. 31, Thurs.           | Graduation application deadline for Summer 2019 and Fall 2019 degree completion (Traditional students) |
| Mar. 1, Fri.              | Mid-semester grades to be posted by 8:30 a.m.  |
| Mar. 9, Sat.              | Spring Recess begins at 1 p.m.   |
| Mar. 18, Mon.             | Spring Recess ends at 8 a.m.   |
| Mar. 19, Tues.            | Last day to drop a course with a grade of W  |
| Mar. 26, Tues.            | Honors Convocation 10:00-11:30 a.m.  |
| Mar. 25-29, Mon – Fri.    | Advising and Registration for May term 2019, Summer I&II 2019, and Fall 2019                           |
| Apr. 18, Thurs.           | Last regular class meeting   |
| Apr 19-23, Fri.-Tues.     | Easter Break begins at 8 a.m., April 19 and ends at 8 a.m., April 23                                   |
| Apr. 23, Tues.            | Study Day (No Day-Class Exams) evening exams begin at 6:00 p.m.  |
| Apr. 23-30, Tues. – Tues. | Final Examinations – Begin at 6 p.m. Tuesday Apr. 23   |
| Apr. 30-May 3, Tues.-Fri. | Registration for May term session, Summer I and Summer II sessions                                     |
| May 1, Wed.               | All grades to be posted by 8:30 a.m.   |
| May 2, Thurs.             | Residence Halls close at 5:00 p.m. (all residents with the exception of commencement participants)     |
| May 3, Fri.               | Senior Reception in Billy Kim Center in Jackson at 7:00 p.m.   |
| May 4, Sat.               | Commencement for May and Aug. graduates at 9:30 a.m. (Traditional)                                     |
| May 4, Sat.               | Residence Halls close at 5:00 p.m. (commencement participants)   |

**SUMMER SEMESTER 2019**

|                              |   |
|------------------------------|---|
| May 6, Mon.                  | May term classes begin  |
| May 16-17, Thurs.-Fri.       | Registration for Summer I and Summer II sessions                            |
| May 17, Fri.                 | May term classes end  |
| May 20, Mon.                 | May term exams  |
| May 21, Tues.                | Summer I session classes begin  |
| May 27, Mon.                 | Memorial Day Holiday  |
| June                         | Transfer orientation – date to be confirmed (Fri., June 7 or Fri., June 28) |
| June 8, Sat.                 | Summer I session – T/R night class (8:00 a.m. until 11:30 a.m.)             |
| June 13-14, Thurs.-Fri.      | Freshmen Orientation  |
| June 21, Fri.                | Summer I session classes end – Day and M/W & T/R night classes              |
| June 21-June 24, Fri. & Mon. | Registration for Summer II session  |
| June 24-25, Mon. - Tues.     | Summer I session exams  |
| June 26, Wed.                | Summer II session classes begin   |

|                        |  |
|------------------------|--|
| June 29 Sat.           | Summer II session – T/R night class (8:00 a.m. until 11:30 a.m.) |
| July 4, Thurs.         | Independence Day Holiday observed- no classes                    |
| July 29, Mon.          | Summer II session classes end – M/W & T/R night classes          |
| July 30-31, Tues.-Wed. | Summer II session exams  |
| Aug. 24, Sat.          | Summer term ends   |

## ADMISSION REQUIREMENTS AND PROCEDURES

All communication regarding entrance to the University should be addressed to the Office of Admission, 1500 Peachtree Street, Box 153, Jackson, MS 39202-1789. Eligibility for admission will be determined when the application, application fee, the American College Test (ACT) or the Scholastic Aptitude Test (SAT) score (if required), and transcripts have been received by the University.

Belhaven University seeks students who desire an excellent education combined with a meaningful student life experience and who will have a reasonable chance of academic success at Belhaven University. Applicants providing evidence of completion of an accredited academic high school curriculum, scholastic achievement, acceptable entrance examination scores, and sound moral character conducive to contributing to the total premium of the University are admitted.

Belhaven University does not discriminate in the administration of its education policies, applications for admission, scholarship and loan programs, or athletic and extracurricular programs. The rights, privileges, programs, and activities at Belhaven University are made available to all students who are enrolled regardless of sex, religion, color, national origin, handicap, or age.

### Degree-Seeking, Freshman Application Process

- All freshmen should complete an application for admission and submit the nonrefundable \$25 application fee to the office of admission at Belhaven University.
- The school counselor should send an official transcript directly to the University indicating at least six semesters of high school work and listing senior subjects.
- All freshmen are required to submit results of either the American College Test (ACT) or the Scholastic Aptitude Test (SAT), unless these scores appear on the student's official high school transcript. A minimum ACT composite score of 20 or SAT I combined score of 930 on the critical reading and math tests and a 2.0 grade point average on a 4.0 scale are required for automatic admission. Applicants with ACT scores of 18 or 19 or SAT I of 850-920 are encouraged to apply, although their portfolios must be reviewed by the admission committee for acceptance.
- An essay, interview, and letter of recommendation may be submitted voluntarily by the student or may be requested by the admission office if the student does not meet minimum requirements for acceptance.
- Final admission to freshman standing is contingent upon the successful completion of the senior year, graduation from an accredited high school, and receipt of an official copy of the final high school transcript stating the date of graduation. (An official copy is one that is mailed directly to the University from the high school or one that is signed by a school official, stamped with the official seal of the high school on it and is delivered in a sealed envelope.) Of the 16 units required, eight are prescribed and eight are elective. The prescribed units are four in English, two in mathematics, (Algebra I, Algebra II or Geometry), one in history, and one in natural science. The elective units may be chosen entirely from Group I or from both groups, provided not more than four units are counted from Group II.

Group I  
English  
\*foreign language  
history  
mathematics  
science  
social studies

Group II  
business subjects – maximum 2 units  
speech, communications – maximum 2 units  
music, art, theatre – maximum 2 units

\*Belhaven University recommends that two units in foreign language be offered for entrance.

- A student who has been educated at home (homeschooled) must submit a transcript outlining courses taken and ACT or SAT scores OR meet the requirements for students applying with a GED.

7. A freshman who applies during the registration process must produce an unofficial or official high school transcript in order to register for classes. If an unofficial copy of the transcript is submitted, the student will be given 30 days for the official transcript to be received in the office of admission. The official final transcripts must be received before the student is considered officially registered and eligible to receive financial aid. It is understood by all parties that if for some reason a student is denied admission as a result of not having all documentation at the appropriate offices by the deadline stated, Belhaven University is not liable for any losses incurred to the student.
8. Freshmen who have graduated and been out of high school for five years or more will not be required to submit an ACT or SAT score, but their applications must be reviewed by the admission committee.

### **Admission by Examination**

A student who has earned the General Education Development (GED) certificate may be admitted. An official GED transcript must be provided from the State Department of Education of the state that issued the certificate. Students will need to reach a score of at least 145 on each subject and a total score of 580 or higher across all four subjects in order to be considered for admission.

### **Special Admission Application Process**

1. Requirements for EARLY ADMISSION of high school students: Students of superior academic potential who do not hold a high school diploma but who have completed a minimum of 15 units of academic courses at the high school level may be considered for admission as a first-time freshmen if their academic preparation and maturity suggest that they can benefit from and contribute to the academic program of Belhaven University. A minimum score of 21 on the ACT or SAT I combined score of 970 on the critical reading and math tests, a 3.0 average on a 4.0 scale, a personal interview with the director of admission, and all other requirements for degree-seeking freshmen are required.
2. Requirements for DUAL ENROLLMENT: To be dually enrolled, the applicant must secure a letter of recommendation from his or her high school counselor and must have a minimum composite score of 21 on the ACT or SAT I combined score of 970 on the critical reading and math tests. This program offers highly qualified high school students the opportunity to earn college credits while they are enrolled in high school. Students may take one course per semester at the University, provided that the course does not interfere with their high school curricula.

### **Transfer Application Process**

1. Transfer students must submit a completed application form, the nonrefundable application fee of \$25, and a final official transcript from the last college/university attended to be "Final Accept." Students who misrepresent information in filling out the admission application form or who find after admission or enrollment that they are ineligible for academic reasons or any other reason to return to their last institution and who fail to report this immediately to the office of admission will be subject to disciplinary action, including possible dismissal from the University.
  - i. Student Athletes: the NCAA requires students competing in intercollegiate athletics to submit final official transcripts from all colleges/universities attended.
  - ii. Nursing Majors: State and national accrediting bodies require students in nursing to submit final official transcripts from ALL colleges/universities attended.
  - iii. Education Majors: State and national accrediting agencies require candidates making application to a school of education teacher preparation program to submit final official transcripts from ALL colleges/universities attended.
2. An essay, interview, and letter of recommendation may be submitted voluntarily by the student or may be requested by the admission office if the student does not meet minimum requirements for acceptance.
3. A transfer student who applies during the registration process must produce unofficial or official transcript(s) from the last college attended in order to register for classes. If unofficial transcripts are submitted, the student will be given 30 days after registration for the official transcript(s) to be received in the office of admission. The official final transcript(s) must be received before the student is considered officially registered and eligible to receive financial aid. It is understood by all parties that if for some reason a student is denied admission as a result of not having all documentation at the appropriate offices by the deadline stated, Belhaven University is not liable for any losses incurred to the student.
4. A student who is applying with fewer than 12 semester hours of college credit must send to the office of admission an official high school transcript showing the date of graduation as well as an official report of the ACT or SAT score directly from the testing service, if the score is not listed on the official transcript. Applications will be

processed and admission status determined when all required items, including the ACT or SAT, where applicable, are on file.

5. A transfer student is automatically accepted with a minimum 2.0 cumulative grade point average on a 4.0 scale. Nonacademic elective credits in health and physical education are excluded from grade point average (GPA) calculation.
6. Transfer credits may be accepted from other institutions of higher learning only when the program of the transferring institution is acceptable to the receiving institution.
7. A student under academic suspension from another college or university may not enter Belhaven for one fall or spring semester following his/her suspension. A student who has been permanently dismissed from another college or university will not be eligible for admission to Belhaven University.

### Transfer Credits

1. Belhaven University usually allows full credit to transferring students for work completed at other accredited institutions; however, some courses that are not regarded as consistent with a liberal arts curriculum (to be determined by the provost) may not be credited toward a degree. Also, remedial courses are not transferable. A grade of D will be accepted for credit if the student has a general average of C at that school. In the case of transcripts submitted from more than one institution, each transcript is evaluated as a separate unit in chronological order. Credits in applied music and art must be validated by satisfactory work in advanced courses at Belhaven University.
2. After a student has earned a total of 64 semester hours of credit, either from a junior or senior college, no additional junior/community college hours will be accepted toward a degree at Belhaven University. The last 60 hours of credit applied toward a degree at Belhaven University must be earned at a senior college. (Also see residence requirement discussed in "Requirements for Degrees.")
3. A minimum of six semester hours (the exact amount to be determined by the chairman of the major department) must be taken at Belhaven University in the student's major or minor, but not more than 45 semester hours may be transferred for credit in any major toward a bachelor's degree.
4. Belhaven University requires of candidates for a degree a minimum residence of one year. Please see residence requirement discussed in "Requirements for Degrees."

### International Application Process

1. All international students should complete an application for admission and submit the nonrefundable \$25 application fee to the office of admission at Belhaven University.
2. An English translation and evaluation of all course work is required by Belhaven University. We recommend the following company and can provide an application for this service:  
 World Education Services, Inc.  
 P.O. Box 745  
 Old Chelsea Station  
 New York, NY 10113-0745  
 Phone: 212-966-6311 or 800-937-3895  
[www.wes.org](http://www.wes.org)  
 E-mail: [info@wes.org](mailto:info@wes.org)

International freshmen are required to have a minimum 2.0 cumulative GPA on a 4.0 scale from high school.

Transfer students are required to have a minimum 2.0 cumulative GPA on a 4.0 scale from prior college/university work.

3. To be accepted to a degree program at Belhaven University as an international student, you must score at least a 71iBT or 6 IELTS or complete our ESL program. A TOEFL or IELTS score is not necessary to enroll in our ESL program. Students will be evaluated before the semester begins. Typically, a student would enroll in 2 semesters of ESL courses if he or she is in the beginning level or 1st semester if he or she is in the intermediate level. In registering for the TOEFL, note the Belhaven TOEFL code number is 1055.
4. All international students, whether freshmen or transfers, to whom English is not the primary language must contact our ESL instructor for evaluation and placement prior to registration.

5. All international students must submit an academic reference that has been completed by a counselor, teacher, or employer.
6. All international students must include with the admission application an official guarantee of funds (in the form of an official letter of sponsorship and/or an official bank statement showing funds available for the first academic year of attendance). This form may be referred to as an affidavit of support.
7. International students are required to have medical insurance that meets the requirements of the University. Students will be allowed to purchase medical insurance prior to registration.

#### **Non-degree seeking, Special Student Application Process**

1. Complete an application for admission and pay a \$25 nonrefundable application fee.
2. Non-degree seeking students, after attempting six semester hours, must either apply for admission as a degree-seeking student or make a request to be continued as a non-degree seeking student (maximum of 12 hours).
3. Non-degree seeking students must submit a letter of good standing or an official transcript from the last college attended. A non-degree seeking student will be allowed to apply during registration if an unofficial transcript or letter of good standing is available. The student will be given 30 days after registration for the official document to be received in the office of admission.

#### **Auditor Application Process**

By special permission, a person not enrolled at Belhaven University may audit one or more courses with the permission of the registrar. All auditors must apply for admission and must pay a \$25 application fee. Semester hour credit and quality points will not be awarded for courses that are audited; however, the course(s) will be recorded on a permanent record as an audit. For auditing fee, see “General Fees” listing.

#### **Admission to the Honors College**

Admission to the Honors College follows completion of at least two semesters of Honors Colloquium (HNS) with a grade of B or above; for more information see “Honors College” under “Administration of the Curriculum.”

#### **Veterans’ Admission**

Belhaven University is approved for veterans who qualify for education under the privileges provided by federal laws. Veterans with a high school diploma or a satisfactory GED certificate, obtained by completing eight units of high school work and passing the General Education Development Test (GED), will be considered for admission.

#### **Part-Time Student Admission**

Students enrolled for fewer than 12 semester hours are considered part time. Students not seeking a degree from Belhaven are not eligible for financial aid. An application form must be completed, and an application fee of \$25 is required. A letter of good standing from the last institution attended must be mailed to the office of admission. If degree-seeking, the student would follow the standard requirements for admission.

#### **Readmission**

A student whose study at Belhaven University has been interrupted for two or more consecutive semesters must apply for readmission. The requirements for degrees in effect at the time of readmission must be completed.

Students who have been declared ineligible to reregister because of F grades for excessive absences that result in a grade point average of less than 2.0 may, after the lapse of one semester, reenroll if accepted by the academic appeals committee. The student must present to the committee convincing evidence that the previous unsatisfactory record was due to causes of a non-recurring nature. (See “Class Attendance Policy” for regulations concerning class attendance.)

## **STUDENT FINANCIAL SERVICES REGULATIONS**

### **Student Financial Services – Student Accounts**

#### **Payment Policy**

**A student’s registration for a given semester at Belhaven University is not complete until all expenses are paid or acceptable payment arrangements are made.**

Students whose accounts are past due are subject to a late fee of \$100.00, “holds” on registration, semester grades, transcripts, and graduation and may be denied participation in the plan for future semesters.



**Institutional Refund/Withdrawal Policy**

Students who officially withdraw from the University traditional semester program are entitled to refunds on the semester tuition and fee charges according to the following scale:

|                                   |      |
|-----------------------------------|------|
| Withdrawal within the first week  | 100% |
| Withdrawal within the second week | 75%  |
| Withdrawal within the third week  | 50%  |
| Withdrawal within the fourth week | 25%  |
| Withdrawal within the fifth week  | 0%   |

**Students receiving federally funded Title IV financial assistance:** If a student withdraws on or before the 60% point in time of the period of enrollment, calculated using calendar days, a portion of the total of Title IV funds awarded a student (Pell Grant, Supplemental Educational Opportunity Grant, Federal Perkins Loan, Federal Stafford Loan, Federal PLUS Loan, but not Federal Work Study) must be returned, according to the provisions of the Higher Education Amendments of 1998. The calculation of the return of these funds may result in the student owing a balance to the University and/or the federal government.

The refund to the Title IV programs must be returned in the following order:

- (1) Federal unsubsidized Direct Loan
- (2) Federal subsidized Direct Loan
- (3) Federal Perkins Loan
- (4) Federal PLUS Loan
- (5) Federal Pell Grant
- (6) Federal SEOG
- (7) TEACH Grant
- (8) Iraq and Afghanistan Service Grant

The federal Title IV written refund policy and method of calculation is available on BlazeNet on the Financial Aid page.

**All balances owed for the entire semester or summer session or shorter period of enrollment are to be paid at the time that classes begin unless a payment plan has been established. Students who are admitted to the University accept as contractual all the terms and regulations set forth in this catalogue and are liable for the payment of all charges and fees incurred during their stay at the University. Belhaven University assumes that when a dependent student enters college, the student's parents or guardians accept as contractual all the terms and regulations set forth in this catalogue.**

Students who withdraw voluntarily or administratively and have an unpaid balance, for which satisfactory payment arrangements have not been made, will have their account sent to an outside collection agency for collections. Should this action be taken by the University, the student will be responsible for the balance and any additional collection charges and fees related to the collection of the debt. The outstanding balance will also be reported to the credit bureau. All transcripts and diplomas will be held until the balance is paid in full.

A currently enrolled student who has not made satisfactory payment arrangements with Student Financial Services – Student Accounts Office may be administratively withdrawn from Belhaven University for non-payment of tuition and fees. This may result in the student being administratively withdrawn from classes and enrollment before the semester concludes, and in turn the student would not earn academic credit for courses attempted during that semester.

Following the national college and university standard, Belhaven's registrar is not permitted to transfer credits or issue a transcript until all indebtedness to the University is paid.

A student will be allowed to graduate only after settling with the office of student financial services all of his or her indebtedness to the University.

**Expenses**

Since economic conditions do fluctuate, Belhaven reserves the right to change its fee charges at the beginning of any semester if such a change is necessary in the judgment of the board of trustees. The support of Presbyterian churches, the earnings from endowment investments, and the gifts of alumni and other friends provide funds that enable the University to charge fees which are considerably less than the actual cost of instruction and other services provided.

**Traditional Tuition - <http://www.belhaven.edu/admission/tuition.htm>**

**General Fees**

|  |       |
|--|-------|
| Auditing (all courses, per semester hour).....                                       | \$450 |
| Course overload (for course loads above 18 semester hours<br>per semester hour)..... | \$450 |
| Internship (per semester hour).....  | \$450 |
| Tutorial work fee.....   | \$50  |

**Special Fees (In addition to tuition)**

|   |  |
|---|--|
| Application fee (assessed each student when he/she applies for<br>admission).....                             | \$25   |
| Academic Plan.....  | \$10   |
| Degree/Certificate Completion audit fee.....  | \$100  |
| Health insurance (available for all students; rate subject to change)   |  |
| Incomplete charge/change grade.....   | \$25   |
| International student fee.....  | \$50   |
| Letter of good standing (enrollment verification).....  | \$7  |
| Medical insurance for international students:<br>(Rates may vary based on age) per semester - six months..... | \$762.42   |
| Payment plan set-up fee.....  | \$35 per semester  |
| Private studio music lesson fee.....  | \$175  |
| (Single semester fee per lesson enrollment regardless of credit hours)  |  |
| Proficiency exam administration.....  | \$100  |
| Proficiency exam credit fee.....  | \$100  |
| Portfolio assessment fee.....   | \$150  |
| Portfolio credit fee.....   | \$75   |
| Returned check fee.....   | \$35   |
| Room reservation fee (paid prior to room sign up each year).....  | \$100  |
| Transcript fee.....   | \$10 (for the first two copies, additional<br>copies are \$2 each, per request)  |
| Tuition Deposit Fee.....  | \$100 (Required for all accepted applicants<br>and refundable up to and including May 1 <sup>st</sup> ; this deposit will be applied to first semester tuition). |

**Student Financial Services – Financial Aid**

Belhaven University believes that no eligible student should be denied an education because of financial need. Therefore, through a program of scholarships, grants, loans, campus employment, and payment plans, Belhaven University provides a comprehensive plan to assist students who establish a definite financial need.

Students each year should complete the following application procedures.

1. Apply formally for admission through the office of admission if not currently enrolled.
2. Complete any applications for the state of Mississippi financial assistance (if a legal resident of the state). Available at [www.mississippi.edu/riseupms/](http://www.mississippi.edu/riseupms/)
3. Apply for federal student financial aid EACH YEAR by filing the Free Application for Federal Student Aid (FAFSA) on the Internet at [www.fafsa.gov](http://www.fafsa.gov) . IMPORTANT: Be sure to list Belhaven University as one of the colleges to receive the results of your evaluation. Our code number is 002397.

**Financial aid applications received by Belhaven University on or before March 1 will be given priority for those funds that may be limited and/or until those funds run out.**

**Merit-Based Scholarships for Freshmen (Traditional Program)**

The foundation of Belhaven’s scholarship program is based on a review of several factors including:

- ACT scores (or SAT equivalent)
- Grade point average
- Student’s mission fit



These scholarships are “open” to all students who qualify and are seeking a first bachelor’s degree as they enter Belhaven University’s traditional undergraduate programs. Merit-based scholarships may not be awarded in combination with tuition discounts, waivers or sponsorships.

Merit-based scholarships are renewable up to four years (or eight semesters) contingent upon maintaining full time enrollment status and satisfactory academic progress. Based upon administrative approval some scholarships may be consider for full or prorated renewal during a fifth year under certain circumstances.

#### **Merit-Based Scholarships for Transfer Students (Traditional program)**

Belhaven gladly welcomes transfer students and work with them to assist in meeting the financial obligation of Belhaven University. Merit-based awards are offered to any student transferring 30 or more hours to Belhaven University’s traditional undergraduate programs based upon the following:

- Previous academic record at all prior institutions
- Phi Theta Kappa membership

Transfer student scholarships are renewed for up to three years depending upon grade level, maintaining full time enrollment and satisfactory academic progress. These scholarships are not awarded in combination with other merit-based scholarships, tuition discounts, waivers and/or sponsorships.

#### **Cultural Arts and Supplemental Scholarships (Traditional program)**

The following scholarships are awarded based upon audition and portfolio in the cultural arts. Arts scholarships are specifically related to arts program in which the student is enrolled. Supplemental and arts scholarships may not be awarded in combination with some institutional scholarships as well as tuition discounts, waivers and sponsorships.

##### Cultural Arts Supplemental

- Visual Arts Legacy (alumni or multi-family enrollment)
- Creative Writing Founders
- Dance Campus Visit
- Music
- Theatre
- Graphic Design

#### **Need-Based Grants (Traditional program)**

For students with exceptional need, Belhaven offers further assistance to ensure continued affordability for our students. However, these grants require completion of the Free Application for Federal Student Aid (FAFSA) and all requested documentation to be reviewed annually to determine renewal eligibility and amount.

#### **Other Scholarship and Grant considerations**

All students enrolled in the traditional program are encouraged to live on campus to fully experience the diversity of Belhaven’s Christian worldview. The university has structured the scholarship program to offset a considerable percentage of costs associated with living in campus housing. Therefore, students electing to live off campus may have a percentage of their aid package reduced.

**Students on scholarship who leave Belhaven University and then return to the University must reapply to determine scholarship eligibility.**

We encourage students to apply to the University and complete the Free Application for Federal Student Aid (FAFSA) as early as possible so that an accurate and complete award package can be offered in a timely fashion. While every student’s situation is different, Belhaven’s office of Student Financial Aid is committed to assuring every accepted applicant is able to enroll at the university.

#### **Need-based Financial Assistance**

**Federal Pell Grant:** Eligibility and amount of award determined by U.S. Department of Education.

**Federal Supplemental Educational Opportunity Grant:** Based on need with preference to Pell Grant recipients.

**Federal Work Study Program:** Average 10-12 hours work per week on campus or in community service at minimum wage.

**Federal Perkins Student Loan:** Five percent interest; payment begins nine months after leaving school.

**Federal Direct Loan:** Varying interest rates; repayment begins six months after leaving school.

**Federal Parent Loan:** Varying interest rates; parent is the borrower.

### **Student Employment**

Belhaven students have an opportunity for on-campus and off-campus employment. Within the Jackson metropolitan area there are many job opportunities for qualified students. The center for Career Calling maintains an online job board available to students and matches students with potential jobs to meet their skills and calling.

If an offer of financial assistance includes employment under the provision of the Federal Work Study program, you must report to the Office of Career Services within the first two weeks of the school session to be assigned a work study position. It must be understood that the amount shown for this award is the allowance estimated for work performed. Students must apply and be placed in an approved position to earn awarded funds under the Federal Work Study program. The Federal Work Study award may be adjusted during the award period in accordance to federal student aid policies and requirements. Any hours worked in excess of contractual approval may not be considered for payment.

Wages are paid monthly by check directly to the student based on the number of hours worked for that month. The student may sign a work study authorization form for the wages to be directly credited to the student account.

### **Return of Federal Title IV Student Aid When a Student Withdraws**

If a student withdraws from all courses during a semester, regardless of the reason, federal regulations require Belhaven University to determine the amount of Title IV Federal aid the student has earned. The Title IV aid programs that are covered by this law are: Pell Grants, Federal Supplemental Educational Opportunity Grants (SEOG), all Federal Student Loans, all PLUS Loans, TEACH Grants, and Iraq and Afghanistan Service Grants. The requirements for Title IV program funds when you withdraw are separate from the Belhaven refund policy.

Though your aid is usually posted to your account early in each payment period, the funds are earned as you complete class time. If you withdraw during the semester, the amount of Title IV aid earned up to that point is determined by a specific formula. The withdraw date used in the formula is the last date of attendance for courses for which attendance taking is required. For courses for which attendance is not required, the date of official notification of intent to withdraw or, if later, the last date of academically related activity as determined by Belhaven is used as your withdrawal date. If you withdraw without utilizing the official withdrawal process, the last date of academically related activity will be used if it can be determined. If such a date cannot be established, the midpoint date of the payment period will be used in the calculation.

Students who do not begin attendance in classes are not eligible for federal financial aid and must repay all federal assistance originally received for that semester.

Federal regulations require a recalculation of financial aid eligibility if a student:

- officially withdraws from all courses for the semester;
- stops attending before the semester ends without officially withdrawing;
- does not complete all the sessions for which they were originally registered for in a period of enrollment.

The R2T4 calculation may result in the student and/or parents being responsible for directly returning previously refunded dollars to the U.S. Department of Education.

Any amount of unearned grant funds that must be returned is called an overpayment. Arrangements can be made through Belhaven or the U.S. Department of Education to return the unearned grant funds. Belhaven will notify the student within 45 days of the date of the withdrawal determination, the amount being returned and options for payment reconciliation.

### **Post-Withdrawal Disbursement of Federal Title IV Aid Funds**

If a student does not receive all of the funds earned, the student may be due a post-withdrawal disbursement. Prior to disbursal of a post-withdrawal disbursement, the student must provide Belhaven with permission to do so. The student may choose to decline *some* or *all* of the loan funds so that no additional debt is incurred. Belhaven is entitled to use all or a portion of the student's post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges.

### **Satisfactory Academic Progress**

The Higher Education Act of 1965 (HEA), as amended, mandates institutions of higher education to establish minimum standards of Satisfactory Academic Progress (SAP). In order to comply with these requirements [Department of Education Federal Regulations 668.16(e), 668.32(f), and 668.34], Belhaven University has established the following definition or standard of Satisfactory Academic Progress for undergraduate students. A student not making SAP, as deemed by the following conditions, will lose his or her financial aid eligibility [668.329(a)(7)].

*Financial aid* will be defined as Title IV HEA federal grants, loans, and work-study, and state grants.

*Institutional aid* will be defined as scholarships offered by Belhaven University.

Financial aid and institutional aid policies are not directly related to policies for academic admission. The Registrar's Office sets and monitors academic admission policies such as academic suspension and academic dismissal. Reinstatement to Belhaven University after an academic suspension or dismissal does not ensure that financial aid will also be reinstated.

A student's SAP will be evaluated at the end of each semester [668.34(a) (3)]. To maintain SAP, a student must meet the following standards.

1. A student must maintain a cumulative GPA of 2.0 or better.
  - A. Transfer students – Belhaven University does not transfer grades from previous schools (credits toward a degree are accepted, but grades are not accepted). Cumulative GPA will be calculated based only on the student's work at Belhaven.
  - B. Some financial aid programs require a higher GPA than what is required to maintain SAP. A student could meet the requirements for SAP, but still lose eligibility for one or more financial aid programs. Some examples are Mississippi Tuition Assistance Grant (MTAG), Mississippi Emanate Scholars Grant (MESG), and TEACH Grant. This is not an exhaustive list. A student should be aware of the requirements necessary to maintain eligibility for all of his or her financial aid programs.
  - C. A student receiving an institutional academic scholarship (Belhaven University Scholarship, Transfer Academic Scholarship, or a PTK Scholarship) from Belhaven University must maintain a cumulative GPA of 2.0 or better to keep his or her institutional scholarship.
2. A student must successfully complete at least 67% of his or her cumulative course work attempted [668.34(a)(5)]. This is calculated by the number of hours earned divided by the number of hours attempted.
  - A. All courses attempted at Belhaven University and those taken elsewhere, which are recognized by the Registrar's Office as part of the student's current program of study, with the exception of remedial courses, are counted as hours attempted. Remedial courses are not considered part of the student's attempted hours.
  - B. Classes from which a student withdraws (W) is counted as hours attempted. Classes with a grade of W is not considered part of a student's GPA calculation.
  - C. Credit hours earned by testing or other non-standard means are counted in the SAP calculations as both hours attempted and hours earned. This includes hours earned from exams, AP courses, CLEP, PEP, DANTEs, and military credits.
  - D. Repeated classes are considered part of the hours attempted. A student can receive financial aid for repeating a class as long as he or she earned an "F" in the class. A student can receive financial aid once for repeating a class that he or she has passed.
  - E. A course with a grade of incomplete will be counted as hours attempted [668.34(a)(6)], but not earned. A student may request his or her SAP be reevaluated once a final grade has been posted.
3. A student who exceeds 150% of the required hours for his or her program is not making SAP. *Once a student, pursuing a 124 hour degree, attempts 186 hours (150% X 124 hours) he or she will no longer be making SAP.* Hours used in determining whether a student has reached 150% are defined as hours attempted in #2.

\* Students deemed not making SAP and taking classes during the summer can have their SAP reevaluated with their summer work included. It is the student's responsibility to request a reevaluation.

**A student's SAP status will fall into one of four categories.**

*Good Standing* – eligible to receive financial aid

A status assigned to a student that is meeting all the SAP requirements.

*Financial Aid Warning* – eligible to receive financial aid

A status assigned to a student who fails to meet standard #1 and/or #2 at the end the semester. A financial aid warning letter will be emailed to the student reminding him or her that failing to meet all the SAP standards will result in Financial Aid Suspension. A student does not lose financial aid as a result of being on financial aid warning. A student can lose financial aid because he or she was not making SAP without receiving a financial aid warning [668.32(a)(8)(i)].

*Financial Aid Suspension* – not eligible to receive financial aid

A status assigned to a student who following a semester on Financial Aid Warning fails to make SAP. The student's appeal was not granted. A student will remain on Financial Aid Suspension until he or she meets all of the SAP standards or has a successful appeal.

Financial Aid Probation - eligible to receive financial aid

The status assigned to the student who successfully appeals and is eligible for financial aid on a probationary status until the student can meet all of the SAP standards. The student's progress is evaluated at the end of the next payment period to determine if he/she is meeting the requirements of their academic plan. If the requirements are being met, the student is eligible to receive federal student aid as long as the student continues to meet the requirements and is reviewed according to the academic plan. See "Instructions for Preparing a Satisfactory Academic Progress (SAP) Appeal" for more guidance concerning an appeal.

**Appeal Process** – See "Instructions for Preparing a Satisfactory Academic Progress (SAP) Appeal" on the Financial Aid page in BlazeNet for more details.

*Appeal* – A process by which a student who is not meeting the institution's satisfactory academic progress (SAP) standards petitions the institution for reconsideration of his or her eligibility for student financial aid.

A student placed on Financial Aid Suspension has the option to appeal prior to the deadline. Students attending the traditional programs must have submitted completed appeal documents two weeks prior to the start date of the semester they wish to use financial aid. Online students and students attending any adult campus must have a completed appeal application and all required documents in the Office of Financial Aid one week after the start of the semester they wish to use financial aid. The student must submit an official appeal to the Student Financial Services - Financial Aid Office at Belhaven University explaining, in detail, any extenuating circumstances (death of a relative, an injury or illness, or other special circumstances) that led to the student's Financial Aid Suspension [668.32(a)(9)(ii)]. Any documentation supporting the student's case is welcomed [668.32(a)(9)(iii)]. The appeal should also consist of a comprehensive academic plan detailing how and when the student plans to be able to meet all of the SAP standards. The appeal and any documentation will be presented to the Financial Aid SAP Appeal Committee. If the appeal is approved, the student will have his/her financial aid based on conditions outlined in the academic plan. The student must meet any specific requirements as determined by the committee. [668.32(a)(8)(ii)] [668.32(a)(9)].

Following an appeal, the student will be sent a letter and an email with the ruling of the Financial Aid SAP Appeal Committee. If the appeal is granted, the letter will explain any specific requirements the committee will require the student to fulfill. Failure to comply will result in the immediate suspension of financial aid. Financial aid disbursed based on the committee's decision may have to be returned. [668.32(a)(11)].

A successful appeal to the Registrar's Office concerning an academic suspension or dismissal does not imply a successful Financial Aid appeal. A student will have to submit a separate appeal to the Financial Aid Office to have his or her SAP status reconsidered.

**Reestablishing Financial Aid**

For a student to reestablish his or her financial aid, the student must bring his or her cumulative GPA to a 2.0 or better (see #1) and successfully complete at least 67% of his or her cumulative course work attempted (see #2) [668.32(a)(9)(i)] [668.32(a)(10)]. Students who have exceeded the maximum timeframe will not have their financial aid reestablished without a successful appeal.

**Other Financial Aid Programs**

**State Student Financial Aid Programs**

**MTAG:** For legal residents of Mississippi who are enrolled full time and meet all other requirements. Access information and application at [www.ihl.state.ms.us](http://www.ihl.state.ms.us), or call Mississippi Institutions of Higher Learning at 601-432-6663 or 1-800-327-2980.

**MESG:** The Mississippi Eminent Scholars Grant Program is available to current legal residents of Mississippi applying as a “first-time-in-college” full-time student. The applicant must be: (1) recognized as a semifinalist or finalist by the National Merit Scholarship Program or the National Achievement Scholarship Program and have a minimum GPA of 3.5 on a 4.0 scale; OR (2) have a minimum score of 29 ACT (1280 SAT) and have a minimum GPA of 3.5 on a 4.0 scale; OR (3) have completed a home-education program (9th-12th) and have a minimum score of 29 ACT (1280 SAT). The amount of the award is \$2,500 per regular academic year and renewable for up to eight semesters with a minimum 3.5 GPA.

### **Veterans’ Benefits**

Certain armed service veterans and dependents who qualify under federal laws administered by the Veterans Administration are eligible to receive educational benefits. Belhaven University participates in the VA Yellow Ribbon Program. Information about these programs may be obtained by accessing the state Veterans Administration web site at [www.gibill.va.gov](http://www.gibill.va.gov) or call 1-888-442-4551.

### **Vocational Rehabilitation Benefits**

Individuals with physical disabilities classified as vocational handicaps may receive financial aid from state departments of vocational rehabilitation. Detailed information is available through the departments of vocational rehabilitation in the student's home state.

## **CAMPUS LIFE**

Belhaven University believes that well-rounded personal, social, spiritual, and academic development can best be accomplished within a Christian community. Therefore, in order to meet individual needs while working for the needs of the community, it is necessary to establish guidelines for conduct. Belhaven's student handbook, *The Kilt*, describes in detail the guidelines governing student life and college community expectations. The system of standards set forth in the student handbook is intended to maintain a balance between individual freedom and the good of the community. Believing that every aspect of life should be lived to the glory of God, Belhaven University seeks to consistently apply these standards with a concern for the total development of the individual.

Belhaven reserves the right to withdraw and/or dismiss any student who, in its judgment, displays conduct in violation of the standards of the University.

### **Grievance Policy for Written Student Complaints**

The student grievance or complaint policy insures that students have adequate lines of communication wherein to file written complaints. Students are encouraged to inform the proper university official, as described in this Catalogue and the student handbook, any time they feel one of their student rights or privileges have been denied.

### **Academic Grievances**

Students wishing to file grievances on academic issues, including grades, should submit written appeals to the Academic Appeals Committee, which may be done through the Registrar's Office. Appeals regarding course grades must be filed before the end of the next semester in which the grade was received. Decisions made by the Academic Appeals Committee shall be final. Academic grievances concerning a faculty member should be directed to the faculty's department chairperson. In cases where the faculty member also holds the chair of the department, grievances should be directed to the division chairperson. In the case of division chairpersons, grievances should be reported to the Vice Provost. Decisions made by the faculty member's supervisor shall be final.

### **Residence Halls**

Residence halls enhance the college experience by offering many outside the classroom educational opportunities to resident students. Close proximity to campus resources affords resident students the opportunity to become easily involved in campus activities. Resident students also tend to be more satisfied with their college experience, and are even more likely to graduate. For these reasons, all full-time freshmen and sophomores (under 54 credit hours), single and under the age of twenty-one, are required to live on campus, with the exception of those students who live off campus at the permanent address of their parents or legal guardian. Campus housing is for undergraduate students (ages 17 – 26) enrolled in the traditional program. The University reserves the right to deny on-campus housing and recommend alternative housing options.

The coordination and management of each residence hall is accomplished by a professional Resident Director (RD) who lives in the hall. Resident Assistants (RAs) are Belhaven student leaders who live with the students and assist the RD in maintaining an environment in each hall that is conducive to living and learning. Both RDs and RAs are personally and professionally committed to a biblical worldview that integrates Christian faith with the learning environment. For more information, contact the office of Student Life in Room 203 of Cleland Hall or call 601-968-5969.

Residence halls are not open during Christmas break, May term, and summer sessions.

### **Chapel Attendance Policy**

Chapel is held weekly (Tuesdays 9:35-10:25 a.m. and 11-11:50 a.m.) in the Concert Hall of the Center for the Arts. All students must register for one of the Chapel sections each semester they are enrolled at Belhaven. All students who are not exempt from chapel are required to attend a minimum of 10 sessions each semester they are enrolled at Belhaven. Chapel attendance is included in the student's transcript as a satisfactory/ unsatisfactory grade and a pass grade is a requirement for graduation. A detailed explanation of the chapel attendance policy is published in the student handbook, *The Kilt*.

The purpose of the Belhaven chapel program is to bring together the entire campus in a shared, spiritually enriching hour that collectively enables us to be challenged to explore the depths of God's truth, grace, and love. Respectful of the diversity of traditions and experiences consistent with Belhaven's Statement of Faith, services are designed to allow all of us to be challenged with the central truths of the Gospel. Chapel is not offered as a substitute for involvement in a local church nor designed to provide the type of consistent worship experience unique to an individual church.

### **LifeQuest (Belhaven University's Quality Enhancement Program)**

LifeQuest is a program that has been designed by faculty and staff to enhance traditional student awareness of personal calling and improve student preparedness for their career paths. LifeQuest focuses on providing a foundation based on individual strengths discovery as related to personal calling that is reiterated and refined from freshman year through graduation.

### **MOSAIC (EDU 101)**

Mosaic is designed to guide students through a process of identifying, developing, and applying their individual strengths in several areas crucial to success in their academic and career journey. The topics studied in Mosaic challenge students to examine their strengths and calling in order to prepare them academically and spiritually to serve Christ Jesus in their careers, in human relationships, and in the world of ideas, which is Belhaven University's mission.

The course challenges students to explore different topics and experiences as they relate to personal strengths. Through the use of the StrengthsFinder<sup>®</sup> assessment, students discover their top five "Signature Strengths" and how to develop those to achieve success in academics, understanding others, and career. The course takes students through three areas of knowledge as related to personal strengths with the goal of clarifying major and career choice.

The one hour credit course meets throughout the fall semester.

### **Warren A. Hood Library**

The Warren A. Hood Library houses more than 96,000 items. In addition to book and periodical collections, the library provides access to a vast array of electronic databases, electronic books, media collections, archival materials, and reference materials for all fields of study at Belhaven.

The Online Library is accessed through the Library web page ([www.belhaven.edu/Library](http://www.belhaven.edu/Library)) and also provides a large collection of online full text databases including 24 databases within EBSCOhost, Business Education in Video, Christian Periodical Index, CQ Researcher, ERIC, Grove's Dictionary of Art, JSTOR, LexisNexis Academic, Mergent Online, Oxford Music Online, CREDO Reference eBooks, Classical Music Library, ProQuest Newsstand including the New York Times and the Wall Street Journal database. Additionally, library patrons have access to more than 47,000 e-books. These e-books are accessible 24/7 through Blazenet from any computer with an internet connection. The library is an invaluable resource for Belhaven users at all campuses to access essential resources via the internet.

The physical library is open approximately 103.5 hours per week during the Fall and Spring sessions. Hours are slightly reduced during holidays, breaks and during the summer session. The library hours are intended to sufficiently provide Belhaven faculty, staff, students, and administration access to collections, services and professional assistance.



The library staff is well trained to assist all faculty and students with a wide range of research activities. It is the librarians' intent that each student at Belhaven develops transferable skills to ensure life-long learning through instruction and skilled use of the materials (both physical and online) available through the Warren A. Hood Library as well as any library or research facility throughout the world.

The library staff strongly encourages reference consultations. Professional librarians are available for subject specific reference consultations. Advance appointments may be scheduled by contacting the library at 601-968-5948, 1-800-808-5002 or at [askalibrarian@belhaven.edu](mailto:askalibrarian@belhaven.edu). Patrons are encouraged to carefully describe their research needs at the time the appointment is made, thus allowing library staff the lead time necessary to plan the best use of the library's collections. Interlibrary Loan services are also available to ensure access to resources that are not owned by the library.

### **The Wynn Kenyon Think Center**

Located on the main level of the Warren Hood Library, the Wynn Kenyon Think Center houses the primary retention and academic support services and supports programs that are developed from the collaborative efforts of the Student Success and Academic Units.

Understanding that "space matters", the Think Center provides an innovative and dynamic location that supports collaboration, individual work and peer assistance through flexible furnishings, work spaces and technology. Think Center staff work with students in both "traditional" areas of academic adjustment such as study skills and time management and in helping students understand more about their own thinking processes and how they best learn. Many of the academic tutoring labs utilize the Think Center. All tutoring schedules are available at the front desk. The center is also available to students as a general "touch-down" space for working individually or with others.

### **Belhaven Bookstore**

In addition to textbooks and supplies, the Belhaven Bookstore, located in the McCravey-Triplett Student Center, offers a variety of Belhaven memorabilia such as shirts, mugs, trade books, and Christian books and music.

<http://www.belhaven.edu/bookstore/>

### **Intercollegiate Athletics**

The Intercollegiate Athletics Department of Belhaven University is committed to the vision and mission of the University through athletic participation and competition. The Athletics Department exists to lead student-athletes to compete for championships and to mature as men and women created in the image of God. The Department is responsible for the recruitment, orientation, leadership, development and retention of student-athletes in seventeen intercollegiate sports. Athletics provides a unique environment for demonstrating and teaching the virtues of self-control, patience, love, service, respect for authority, ethics, leadership, hard work, and dedication as they relate to the teachings of Jesus Christ and biblical principles. The department will take every opportunity to use athletics as a platform for sharing the Gospel.

The Belhaven Athletics Department is a member of the National Collegiate Athletic Association (NCAA) Division III, participating in baseball, men's and women's basketball, men's and women's cross-country, football, men's golf, men's and women's soccer, softball, men's and women's indoor and outdoor track and field, men's and women's tennis, and volleyball as a member of the American Southwest Conference. The Athletics Department also sponsors cheerleading and marching band.

### **Intramural Athletics**

As an extension of the office of student leadership, the intramural program supports the University mission by providing opportunities for students to participate in a variety of sports activities. These activities are designed to promote exercise, leadership development, and fun. Throughout the year, the Coordinator of Student Leadership and Intramurals plans and schedules competitive activities such as indoor soccer, pool, basketball, ping-pong, volleyball, and dodgeball.

### **Social Life and Recreation**

Belhaven University provides opportunities for wholesome recreation. When available, students may use the auxiliary gymnasium, tennis courts, lake, weight room, and university bowl. The office of student leadership plans events such as concerts, dances, service projects, trips, and other various programs. The Belhaven Leadership Council (BLC), the student government arm of the student body, also plays a primary role in representing students and in planning activities to enhance campus life.

The following is a list of student organizations in which students are encouraged to participate:

#### **National Honorary Societies**

#### **Religious Organizations**

|                                 |  |
|---------------------------------|--|
| Alpha Psi Omega (Theatre)       | Baptist Student Union (BSU)            |
| Phi Beta Lambda (Business)      | Fellowship of Christian Athletes (FCA) |
| Kappa Delta Epsilon (Education) | Reformed University Fellowship (RUF)   |
| Nat. Hon. Soc. of Dance (NHSDA) | Student Missions Fellowship (SMF)      |
| Phi Alpha Theta (History)       |  |
| Sigma Beta Delta (Business)     |  |
| Sigma Tau Delta (English)       |  |
| Sigma Zeta (Math and Science)   |  |

### Other Student Organizations

|                                    |                                      |
|------------------------------------|--------------------------------------|
| BAT (Belhaven Activities Team)     | DOXA (Dance)                         |
| Belhaven Accounting Club           | His Hands and His Feet (Social Work) |
| Belhaven Biology-Chemistry Club    | Sports Medicine & Exercise Science   |
| Belhaven History Club              | Student Ambassadors                  |
| Belhaven Leadership Council (BLC)  | Students In Free Enterprise (SIFE)   |
| Biblios (Bible)                    | Urban Dance Club                     |
| Diverse Students Association (DSA) | White Columns (Yearbook)             |

### Publications

*Briefly Belhaven* is published five times a year for alumni by the office of alumni relations.

*The Brogue*, a literary journal devoted to creative writing and other fine arts at Belhaven, is published once a year under sponsorship of the Creative Writing Department.

*The Kilt*, the student handbook, is published by the office of student life and provides information regarding policies, procedures, regulations and services.

*The Tartan*, a publication for alumni and friends, includes news of alumni and campus events and is published twice a year by the Office of University Relations.

*White Columns*, the student yearbook, is published annually. Students work with faculty and staff advisors to produce this printed record of the school year, all from a student perspective.

### Student Success

The Office of Student Success provides services to students in two main ways. First, the office provides assistance to students with identification of personal values, career interests, personality make-up, and skills and abilities to help begin the process of identifying God-given talents with the goal of integrating academic preparation and career direction. All incoming freshmen are introduced to the office through the MOSAIC class and are encouraged to begin the process of self-discovery and to realize their unique and marvelous design. Upon identification of their innate talents and abilities, students can then begin to seek significant purpose in their lives and strive effectively to serve in their particular discipline. Second, the office strives to facilitate the development and success of those students needing assistance or guidance in their adjustment to the academic program of Belhaven University. The staff work with students individually to assist with accountability, develop thinking and learning skills, provide support for adjustment issues, and identify personal learning strategies for building knowledge. Through the Office of Student Success, Belhaven strives to provide students with guidance and resources for successfully navigating the road to graduation.

### Academic Disability Accommodation

Belhaven University offers students disability accommodation in accordance with the guidelines of the Americans with Disabilities Act. The student must make his or her disability known to the Office of Student Success (located in the Wynn Kenyon Think Center) and must provide current documentation, within 3 years, of the disability from an appropriate licensed professional and complete the Belhaven ADA Request Form for accommodation. The student must provide such a request at least two weeks prior to the beginning of each semester for which the accommodation is requested. Approved accommodations will be made within a reasonable time period after completion of the official request.

### Grievance Procedure for Disabled Students

Belhaven University has adopted an internal grievance procedure providing for the prompt and equitable resolution of student complaints alleging any action prohibited by regulations implementing the American with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and other pertinent federal, state, and local disability anti-discrimination laws.



For grievances related to academic accommodations, The Dean of Student Development shall serve as the Complaint “Coordinator”.

1. Applicants or students shall file complaints, in writing, with the Coordinator. A complaint shall contain the name and address of the person filing it and a brief description of the alleged violation. If the complainant needs an accommodation in order to file the complaint, he/she should inform the person taking the complaint.
2. Such complaints must be filed within forty-five calendar days after the complainant becomes aware of the alleged violation.
3. An investigation, as may be appropriate, shall follow the filing of a complaint. The Coordinator will conduct the investigation.
4. The Coordinator shall issue a written determination regarding the complaint and a description of the resolution and shall forward a copy to the complainant within a reasonable time.
5. The complainant may request a reconsideration of the case in instances where he/she is dissatisfied with the resolution. Persons with complaints should make requests for reconsideration to the Provost within thirty calendar days of the date of the written determination issued by the Coordinator.
6. The Provost shall issue a decision regarding the appeal within a reasonable time, and the decision will be final.

For grievances related to non-academic accommodations, the policy in the student handbook *The Kilt* should be followed.

## ALUMNI INFORMATION

Each fall, the presentation of alumni awards are made at the Alumni Awards Luncheon held on Homecoming. This event is open to all alumni and their families. Below is a list of past recipients.

| Year | Name                                  | Award               |
|------|---------------------------------------|---------------------|
| 1962 | Elizabeth Spencer, '42                | Alumna of the Year  |
| 1963 | Virginia Hoogenakker, '43             | Alumna of the Year  |
| 1964 | Minter Gillespie, '44                 | Alumna of the Year  |
| 1965 | Sarah Barry Gillespie Wilson, '35     | Alumna of the Year  |
| 1966 | Mary Virginia Alexander, '36          | Alumna of the Year  |
| 1970 | Bess Caldwell, '30                    | Alumna of the Year  |
| 1971 | Aleline Hill Ostwalt, '41             | Alumna of the Year  |
| 1972 | Mary Katherine Knoblock McCravey, '32 | Alumna of the Year  |
| 1973 | Frances Preston Mills, '23            | Alumna of the Year  |
| 1974 | Mary Taylor Sandefur Sigman, '44      | Alumna of the Year  |
| 1975 | Woodrow Wilson Benton, Jr., '63       | Alumnus of the Year |
|      | John Harrison Campell, III, '56       | Alumnus of the Year |
|      | Charles Lowry Echols, '59             | Alumnus of the Year |
|      | Thomas Ennis Elkin, '62               | Alumnus of the Year |
| 1976 | Lulu Williams Anderson, '23           | Alumna of the Year  |
|      | Thomas Maynor, '61                    | Alumnus of the Year |
| 1977 | Thomasina Blissard, '46               | Alumna of the Year  |
|      | Elizabeth Caldwell Swindell, '27      | Alumna of the Year  |
| 1978 | Bettye Quinn, '58                     | Alumna of the Year  |
| 1980 | Janie Eldredge Languirand, '40        | Alumna of the Year  |
| 1982 | Verne R. Kennedy, '63                 | Alumnus of the Year |
| 1983 | Clarence Chapman, '69                 | Alumnus of the Year |
| 1984 | Margaret Weathersby, '43              | Alumna of the Year  |
| 1985 | James H. Hood, '75                    | Alumnus of the Year |
| 1986 | Evelyn Tackett, '56                   | Alumna of the Year  |
| 1987 | William K. Wymond, '67                | Alumnus of the Year |
| 1988 | Janet McDonald, '25                   | Alumna of the Year  |
| 1990 | Janie G. Rugg, '64                    | Alumna of the Year  |
| 1991 | Beth Irby Milam, '41                  | Alumna of the Year  |
| 1992 | Sue Hathorn, '77                      | Alumna of the Year  |
| 1993 | Catherine K. Teixeira, '38            | Alumna of the Year  |
| 1994 | Lynn Stringer, '71                    | Alumnus of the Year |

|      |   |                                   |
|------|---|-----------------------------------|
| 1995 | Newt, '63 and Becky, '64 Wilson           | Alumni of the Year                |
|      | Martha Harris Campbell, '53               | Community Service Award           |
|      | Peggy B. Miller, '58                      | Church Service Award              |
| 1996 | Elizabeth "Tay" P. Wise, '37              | Alumna of the Year                |
|      | Sarah B. Buffington, '41                  | Community Service Award           |
|      | Clay, '74 and Darleen, '73 Quarterman     | Church Service Award              |
| 1997 | Ruth Giles, '37                           | Alumna of the Year                |
| 1998 | Caroline W. Bennett, '33                  | Alumna of the Year                |
|      | Ronald W. McKinney, '67                   | Community Service Award           |
|      | William "Buck" Mosal, '59                 | Church Service Award              |
| 1999 | Gary, '72 and Susan, '73 Bouer            | Alumni of the Year                |
|      | Sarah Jane Givens Alston, '59             | Community Service Award           |
|      | Helen S. Martin, '61                      | Church Service Award              |
| 2000 | William Frisbee, '61                      | Alumnus of the Year               |
|      | Ruth W. Brewbaker, '88                    | Community Service Award           |
|      | Carolina "Dessie" Anderson Caulfield, '38 | Church Service Award              |
| 2001 | Robert "Max" Taylor, Jr., '72             | Alumnus of the Year               |
|      | Mary Evelyn "Ebbie" Spivey, '77           | Community Service Award           |
|      | Mary Elizabeth "Bibby" Swayze, '58        | Church Service Award              |
| 2002 | Palmer Robertson, '59                     | Alumnus of the Year               |
|      | Stewart Edwards, '92                      | Young Alumnus of the Year         |
|      | Shirley C. Hall, '90                      | Community Service Award           |
|      | Bebo Elkin, '68                           | Church Service Award              |
|      | Mark Windham, '77                         | Jim Park Business Award           |
|      | Brenda Wolfe, '94                         | Bettye Quinn Education Award      |
|      | Nehemiah Flowers, Jr., '97                | Distinguished Aspire Award (Jxn.) |
|      | Brian D. White, '86                       | Distinguished Aspire Award (Mem.) |
| 2003 | Dominic Aquila, '68                       | Alumnus of the Year               |
|      | Margaret Suttle, '62                      | Church Service Award              |
|      | Richard Whitlock, '82                     | Community Service Award           |
|      | Dale Darden Anderson, '78                 | Bettye Quinn Education Award      |
|      | Edward St. Pe, '99                        | Jim Park Business Award           |
|      | Michael Holman, '91                       | Young Alumnus of the Year         |
| 2004 | Sherron George, '70                       | Alumnus of the Year               |
|      | Brister Ware, '58                         | Church Service Award              |
|      | Kim Sessums, '80                          | Community Service Award           |
|      | Joel Bomgaars, '03                        | Young Alumnus of the Year         |
|      | Patrick Norman, '01                       | Young Alumus of the Year          |
|      | Nathan McNeill, '03                       | Young Alumnus of the Year         |
|      | William Dale Nutt, '79                    | Bettye Quinn Education Award      |
|      | Bond Christie, '77                        | Jim Park Business Award           |
|      | Lee Ann Mayo, '99                         | Distinguished Aspire Award (Jxn)  |
|      | Don Gleason, '04                          | Distinguished Aspire Award (Orl.) |
| 2005 | Jimmy Turner, '58                         | Alumnus of the Year               |
|      | Don Gahagen, '59                          | Church Service Award              |
|      | Phil Hardwick, '82                        | Community Service Award           |
|      | Barbara Porter, '70                       | Bettye Quinn Education Award      |
|      | Timothy M. Quinn, '95                     | Young Alumnus of the Year         |
| 2006 | George Hunsberger, '66                    | Alumnus of the Year               |
|      | Don Elliott, '70                          | Church Service Award              |
|      | Ann M. Maynor, '61                        | Community Service Award           |
|      | Brian Perry, '97                          | Young Alumnus of the Year         |
|      | Leon A. Henry, Jr., '75                   | Bettye Quinn Education Award      |
| 2007 | Ronald W. McKinney, '67                   | Alumnus of the Year               |
|      | Emett H. Barfield, '57                    | Church Service Award              |
|      | E.C. Harpe, '73                           | Community Service Award           |

|      |                             |                              |
|------|-----------------------------|------------------------------|
|      | Beverly H. Peden, '91       | Bettye Quinn Education Award |
|      | Michael J. Peters, '77      | Jim Park Business Award      |
|      | Andrew Camenisch, '98       | Young Alumnus of the Year    |
| 2008 | J. Joseph Stroble, '70      | Alumnus of the Year          |
|      | John S. Leonard, '77        | Church Service Award         |
|      | Ellza C. Jones, '58         | Bettye Quinn Education Award |
|      | Emma McCain, '32            | Community Service Award      |
|      | Andrew Mattiace, '74        | Jim Park Business Award      |
| 2009 | Mark J. Windham, '77        | Alumnus of the Year          |
|      | Grant F. Callen, '05        | Young Alumnus of the Year    |
|      | Erma E. Driver, '04         | Community Service Award      |
|      | John E. Eichelberger, '76   | Jim Park Business Award      |
|      | Beverly C. Weathersby, '78  | Bettye Quinn Education Award |
|      | Peggy P. Skattebo           | Church Service Award         |
| 2010 | Gregory D. Jordan, '73      | Alumnus of the Year          |
|      | Heather L. Ivery, '00       | Young Alumna of the Year     |
|      | Florence R. Scott, '60      | Church Service Award         |
|      | Corinne Fox, '63            | Community Service Award      |
|      | Lynn G. Beck, '74           | Bettye Quinn Education Award |
|      | W. Wayne Husband, '72       | Jim Park Business Award      |
| 2011 | James "Bebo" Elkin, '68     | Alumnus of the Year          |
|      | Brad White, '06             | Young Alumnus of the Year    |
|      | Tom Kay, Jr., '62           | Church Service Award         |
|      | Evelyn Tackett, '56         | Spirit of Belhaven Award     |
|      | Ann Scott, '77              | Bettye Quinn Education Award |
|      | Billy Sims, '76             | Jim Park Business Award      |
| 2012 | F. Stewart Edwards '92      | Alumnus of the Year          |
|      | Bonnie McDonald Grubbs '08  | Young Alumnus of the Year    |
|      | Thomas R. Patete '64        | Church Service Award         |
|      | Jane Everly '85             | Bettye Quinn Education Award |
|      | J. Thomas Grantham, Jr. '71 | Jim Park Business Award      |
| 2013 | Larry Mills '61             | Alumnus of the Year          |
|      | Danny Massie '68            | Church Service Award         |
|      | Lois Hayes '67              | Bettye Quinn Education Award |
|      | Dan Marks '98               | Jim Park Business Award      |
|      | Virginia Morris '67         | Spirit of Belhaven Award     |
| 2014 | Sally Mills '64             | Alumna of the Year           |
| 2015 | Evy Baehr '10               | Young Alumna of the Year     |
| 2016 | Valda Miller '50            | Alumna of the Year           |
|      | Angela Thomas '11           | Young Alumna of the Year     |
| 2017 | Virginia Morris '67         | Alumna of the Year           |
|      | Phillip Holmes '10          | Young Alumnus of the Year    |

## ACADEMIC PROGRAMS

### REQUIREMENTS FOR DEGREES

Belhaven University offers courses leading to the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Science in Nursing, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Arts in Music, Bachelor of Arts in Music Education, or Bachelor of Social Work. In addition to earning a minimum of 124 semester hours credit (120 of which must be academic) and to maintaining an overall C average (2.00 GPA), as well as a C average in the major (2.00 GPA), a candidate for a bachelor's degree from Belhaven University must complete basic course requirements, meet all departmental requirements for a major, meet the Belhaven University residence requirement, satisfy the chapel attendance policy, and submit an application for a degree completion audit and submit the application online.

Applications for degree completion audits must be made online by the deadlines listed in the academic calendars.

**Residence Requirement**

Belhaven University requires of all candidates for an undergraduate degree a minimum residence of one year. The last 31 semester hours of work must be earned in residence with the exception that students who have completed at least 90 hours at Belhaven University may request permission from the registrar to complete the final 12 hours required of their degree at another accredited senior college or university. Students who have completed at least 60 hours at Belhaven University may complete nine hours off campus; those with at least 31 hours at Belhaven University may complete six hours.

**Second Degree Requirements**

A student who wishes to obtain a second degree from Belhaven University must complete a minimum of 31 semester hours in addition to the 124 hours earned for the primary degree and must meet all the general education requirements for the second degree and the specific requirements for the second degree program. There must be at least 18 hours of unique requirements for each degree. Some departments may require more than 18 unique hours.

**Majors**

Requirements for majors are specifically stated before the course listings for each department in the section of this catalogue entitled Courses of Instruction. By the time students have earned 54 semester hours, they must complete a major selection form. The major selection form may be acquired from the university website. Students may double (multiple) major by meeting all the requirements of both (all) majors, provided they are the same degree. There must be at least 18 hours of unique requirements for each major. Some departments may require more than 18 unique hours. Students who plan to double major must discuss with both major department chairs whether an overlap of required courses will present a problem. Majors are listed below:

**Degrees**

**Majors**

**Bachelor of Arts:**

- |                                 |                                    |
|---------------------------------|------------------------------------|
| Art                             | International Studies              |
| Applied English                 | Mathematics                        |
| Biblical Studies and Ministries | Philosophy of Worldviews           |
| Classical Education Studies     | Political Science                  |
| Dance                           | Psychology w/Creative Arts Therapy |
| English                         | Public Relations                   |
| Film Production                 | Theatre                            |
| History                         |                                    |
| Intercultural Studies           |                                    |

**Bachelor of Arts in Music:**

Music

**Bachelor of Arts in Music Education:**

Music

**Bachelor of Fine Arts:**

- |                  |                |
|------------------|----------------|
| Art              | Graphic Design |
| Creative Writing | Theatre        |
| Dance            |                |

**Bachelor of Music:**

Music

**Bachelor of Science:**

- |                         |                                   |
|-------------------------|-----------------------------------|
| Accounting              | Health Administration             |
| Biological Sciences     | Mathematics                       |
| Business Administration | Psychology                        |
| Chemistry               | Sports Administration             |
| Computer Science        | Sports Medicine: Exercise Science |
| Elementary Education    |                                   |

**Bachelor of Science in Nursing:**

Nursing

**Bachelor of Social Work:** Social Work**Minors**

Students at Belhaven University may elect to complete a minor from the following:

|                         |                                   |
|-------------------------|-----------------------------------|
| Accounting              | History                           |
| Art                     | International Business            |
| Biblical Studies        | Management                        |
| Biology                 | Marketing                         |
| Business Administration | Mathematics                       |
| Chemistry               | Music                             |
| Classical Education     | Philosophy                        |
| Computer Science        | Physics                           |
| Creative Writing        | Political Science                 |
| Dance                   | Psychology                        |
| English Lang. Teaching  | Public Relations                  |
| English                 | Sociology                         |
| Family Studies          | Sports Administration             |
| Finance                 | Sports Medicine: Exercise Science |
| Global Studies          | Sports Ministry                   |
| Graphic Design          | Theatre                           |

A signed major selection form stating the minor must be turned in to the registrar's office to declare a minor. Students majoring in one discipline who are required to take course work in a cognate discipline may not apply this coursework toward a minor unless given special permission by the minor department chairman. Students taking a major and a minor that include overlapping courses may apply up to six credits from those courses toward meeting the course requirements of the minor.

**Progress Toward Degree**

Students who have not completed a degree within six years of attendance at Belhaven University will continue their seventh year of study under a new catalogue.

**General Education Goals**

In keeping with its vision and mission, Belhaven University believes that high academic and scholarly goals are first realized through a foundation in general education that affirms the Lordship of Christ over all aspects of learning – scholarly and personal.

| GOAL      | DESCRIPTION   | REQUIRED HOURS |
|-----------|---|----------------|
| Goal I    | A mastery of one's own language in written form   | 3 – 7          |
| Goal II   | A familiarity with the great literature of the world with a Christian perspective                       | 6              |
| Goal III  | An understanding of science   | 4              |
| Goal IV   | A knowledge of mathematical skills  | 3              |
| Goal V    | An understanding and historical perspective of the contemporary world                                   | 6              |
| Goal VI   | A knowledge of Christian Scripture and an ability to integrate that knowledge with issues of daily life | 6              |
| Goal VII  | An appreciation of humanity's artistic accomplishments  | 2              |
| Goal VIII | An ability to apply the biblical vision of the Kingdom of God   | 3              |

**Course Requirements for Baccalaureate Degree**

Goal I: A mastery of one's own language in written form

- ENG101 – 102, or ENG121 3 or 6 hours
- Freshmen students, who have completed high school requirements in the fall or spring semester just prior to entering Belhaven University, or any transfer students are required to enroll in English composition courses until the core requirements of ENG101 and ENG102 are met. ENG101 – 102 or 121 cannot be removed or dropped from registration. All students must have completed the ENG102 core requirement prior to the first semester of their junior year.
- By completing ENG121 with a grade of C or higher, students will have met the degree requirements in Freshman English. If ENG121 is passed with a grade lower than C, students must successfully complete ENG101 with a grade of C- or above. Students failing ENG121 must successfully complete ENG101 with a grade of C- or above and ENG102.
- Freshmen: BU101 1 hour
- BU101 cannot be removed or dropped from registration.

Goal II: A familiarity with the great literature of the world with a Christian perspective

- Freshmen: ENG225 and ENG226 6 hours
- Freshmen are required to take ENG225 and ENG226 throughout **the sophomore year**. The courses cannot be registered in the freshman year and are required **to be taken in the sophomore year**. These two courses are required as a course of study that must be finished in its entirety. ENG225, HIS225 AND HUM225 must be taken simultaneously within the fall semester of the student's sophomore year. ENG226, HIS226 and HUM226 must be taken simultaneously within the spring semester of the student's sophomore year.
- Transfers: 6 hours
- ENG 201, 202, 203, 204, 205, or 206
- A student who transfers to Belhaven and has already completed six hours of literature will have fulfilled the literature requirement, regardless of what type of literature was taken.

Goal III: An understanding of science

- Biology 125 **or** 4 hours
- Physics 125

Goal IV: A knowledge of mathematical skills

- MAT101, 102, 110, or 207 3 hours
- Students have until the end of their sophomore year to meet the core requirement of MAT101, MAT102, MAT110, or MAT207.
- MAT110 (Quantitative Reasoning) is recommended for non-science majors

Goal V: An understanding and historical perspective of the contemporary world

- Freshmen: HIS225 and HIS226 6 hours
- Freshmen are required to take HIS225 and HIS226 throughout the sophomore year. The courses cannot be registered in the freshman year and are required to be taken in the sophomore year. These two courses are required as a course of study that must be finished in its entirety. ENG225, HIS225 AND HUM225 must be taken simultaneously within the fall semester of the student's sophomore year. ENG226, HIS226 and HUM226 must be taken simultaneously within the spring semester of the student's sophomore year.
- Transfers: 6 hours
- HIS107 or
- HIS 108 and
- HIS205
- A student who transfers to Belhaven and has already completed six hours of history will not be required to take HIS205, and the requirement for history will have been fulfilled.

Goal VI: A knowledge of Christian Scripture and an ability to integrate that knowledge with issues of daily life. 6 hours

- BIB220 and BIB221 3-6 hours
- Transfers - WVC301 3 hours
- Students who have transferred to Belhaven will be required to complete BIB 220 or BIB 221 and WVC 301.
- WVC301 is to be taken within the first two semesters of transfer and is a prerequisite for WVC401 which is required of all students in the semester immediately prior to the student's graduation.

Goal VII: An appreciation of humanity's artistic accomplishments 2 hours

- Freshmen: HUM225 and HUM226
  - Freshmen are required to take HUM225 and HUM226 throughout **their sophomore year**. The courses cannot be registered in the freshman year and are required to be **taken in the sophomore year**. These two courses are required as a course of study that must be finished in its entirety. ENG225, HIS225 AND HUM225 must be taken simultaneously within the fall semester of the student's sophomore year. ENG226, HIS226 and HUM226 must be taken simultaneously within the spring semester of the student's sophomore year.

Goal VIII: An ability to apply the biblical vision of the Kingdom of God 3 hours

- WVC401 (Transfers: Prerequisite of WVC301)

### Course Enrollment Regulations

Core courses, courses required for the major listed in the General Education Goals, and electives must total a minimum of 124 semester hours.

Regulations with course-completion timelines such as biblical studies and English apply to degree-seeking students and do not apply to non-degree seeking special students, summer session students, or to students entering the second semester if the appropriate courses are not offered at that time.

All students should select elective courses in an area outside their major. The total number of hours in a major should not exceed nine semester hours more than what is already required for the degree.

Transfer students who transfer 24 or more semester hours of college credit earned following completion of high school requirements will enter the alternate general education curriculum, which is intended to give a Christian perspective on the world of ideas and to form a broad base for a detailed study in a major discipline.

### Academic Plan

Academic plans for students are available on the Belhaven website. Students must keep their own records of their academic progress; *ultimately, it is the responsibility of the student to see that he or she is registered for the correct courses for the degree he/she is pursuing.*

## ADMINISTRATION OF THE CURRICULUM

### The Semester System

Belhaven University operates on a semester basis with the regular session divided into two semesters that begin in August and January. The summer session, divided into one two-week term and two five-week terms, constitutes an additional period of study. A semester hour represents one hour of recitation or *at least* two hours of laboratory work per week for one semester. Students receive course credit toward graduation on the basis of semester hours. Semester hours of credit for each course are shown in the section "Courses of Instruction."



### Grades and Quality Points

The meaning of the course grade is as follows: A, Superior; B, Good; C, Average; D, Passing; F, Failing; I, Incomplete; AU, Audit; NA, No Audit; W, Withdrew Before Grades; AW, Administratively Withdrawn; S, Satisfactory; U, Unsatisfactory; ES, Examination Satisfactory; CR, Credit; NC, No Credit.

The grades S (Satisfactory) and U (Unsatisfactory) are used for courses completed on the Pass-Fail option. The grade ES (Examination Satisfactory) is used for credit given by examination in foreign languages and mathematics. The grade CR (Credit) is given for nonacademic courses to indicate that credit has been earned. The grade NC (No Credit) is given for nonacademic courses to indicate that no credit has been earned.

A plus/minus system of grading was implemented in the fall semester of 1985. The plus/minus changed the quality points associated with the letter grades; therefore, the letter grade A now carries 4.00 quality points; A- 3.66; B+ 3.34; B 3.00; B- 2.66; C+ 2.34; C 2.00; C- 1.66; D+ 1.34; D 1.00; D- 0.66; F 0.00. A grade point average is calculated at the end of each semester by dividing the number of quality points earned by the number of semester hours attempted, grades of F being counted as hours attempted. Only the grades listed immediately above carry quality points. Cumulative totals are also computed following each completed grade period.

Transfer work does not affect the Belhaven cumulative grade point average (GPA). The Belhaven cumulative GPA is based entirely upon work done at Belhaven University.

### Academic Standing

Academic standing describes a student's performance in their academic program. Belhaven assesses academic standing using a quality point index. A quality point index is calculated at the end of each semester and a student will be assigned an academic standing in accordance with the chart below which indicates quality point deficiencies allowed.

| Academic Standing Status | Quality Point Index Deficiency                     |
|--------------------------|--|
| Good Standing – Clear    | No deficiency (positive Quality Point Index Score) |
| Good Standing – Notice   | (-1) – (-10)                                       |
| Probation                | (-10.01) – (-23)                                   |
| Suspension               | (-23.01) – (-35.99)                                |
| Dismissal                | (-36+)   |

The formula for calculation of quality point index is (GPA and Quality Point Index are calculated on Belhaven GPA credits only.):

Belhaven earned quality points - (Belhaven GPA hours times two) = quality point index.

### Extracurricular Activities, Good Academic Standing, and Satisfactory Academic Progress

In general, a student who is eligible to enroll for classes is considered to be in good standing for extracurricular activities. Additional and more stringent requirements may be established by supervisors of those activities, groups, organizations, or societies.

For participation in intercollegiate athletics, a student must demonstrate good academic standing and satisfactory progress toward a degree. In order to demonstrate good academic standing, a freshman (0-23 hours) or sophomore (24-53 hours) must earn and maintain Good Standing – Clear or Good Standing – Notice. A junior (54-89 hours) or senior (90+ hours) must earn and maintain Good Standing – Clear. In order to demonstrate satisfactory academic progress, a student-athlete must be enrolled full-time (a minimum of 12 semester hours) unless fewer hours are required for graduation and meet academic standing requirements.

Freshmen students may participate in intercollegiate athletics during their first semester upon admission to Belhaven University and full-time (a minimum of 12 semester hours) enrollment. Transfer students meeting NCAA exceptions may participate during their first semester upon admission to Belhaven University and full-time (a minimum of 12 semester hours) enrollment. After their first semester at Belhaven, freshmen and transfer students (who met NCAA exceptions) are considered returning students and will be required to meet the academic standing requirement and the satisfactory academic progress requirement for intercollegiate athletics. If a transfer student doesn't meet NCAA exceptions for participation, he/she must meet NCAA guidelines for residency requirements.

Financial aid requirements for satisfactory progress and other regulations are explained separately in this catalog and elsewhere.



**Incomplete**

The grade “I” is given at the discretion of the instructor and only in case of a prolonged illness or other emergency and indicates that all requirements in a course have not been met. In order for students to receive the grade “I”, they must have made satisfactory progress in the course up to the point of illness or emergency. The grade “I” cannot be given prior to the last day to drop a course without an F. Students receiving the grade “I” should make the following arrangements with their professors and the registrar’s office before the end of the semester:

The student (or one representing the student) must obtain the incomplete request form from the registrar's office. In filling out this form, students and their professors agree upon the dates of completion for all work. The dates for completion of the necessary work should be before the end of the first week of the next semester. Should a student fail to complete the required work by the end of the first week of the following semester, the grade “I” will automatically be changed to a grade of F by the office of the registrar.

**Failure: Repeated Courses**

An F cannot be removed from a student's record. However, if a student enrolls again in a course that he or she failed, the second grade is recorded on the permanent record for the semester in which the course was repeated.

Although both courses and the respective grades and quality points are shown on the permanent record, the semester hour’s credit is only earned once.

**Forgiveness Policy on Repeated Courses**

An undergraduate student, upon written request, may ask to repeat up to four courses (up to 12 hours). The forgiveness policy can be used one time per course. Repeating a course may influence a student’s financial aid or sports eligibility.

The deadline for submitting the written request is the last day to add a course in the semester the repeated course is being taken again.

The following stipulations apply to this policy:

1. The student cannot use this option to repeat a course in which a grade of A, B, or C was earned. This can only be used to replace a grade of C- or below. A grade of an F will not forgive a grade of an F; both F’s will be calculated in the GPA.
2. The student cannot use the forgiveness policy to replace a grade that was earned at another school, nor may grades earned at Belhaven be replaced by grades earned at another school. This policy will only affect the Belhaven grades and quality point index.
3. Both grades remain on the transcript; however, the highest grade earned will be the one used to recalculate the GPA.
4. A course intended to be used for the forgiveness policy cannot be taken as independent study and must be taken at Belhaven University.

**Repeated Course Policy****100 or 200 Level Undergraduate Courses – limit 3 attempts**

Students who have taken a course three times and failed the course each time cannot be registered for the course again unless approved through the academic appeals process. The student may be approved to take the course a fourth time but must pass the course on the fourth attempt; no additional registration for the course will be allowed after a failing grade is earned in the course for the fourth attempt.

**300 or 400 Level Undergraduate Course or Any Graduate Course – limit 2 attempts**

Students who have taken a course twice and failed the course (“failed” at the graduate level is a grade of D+ or below) both times cannot be registered for the course again unless approved through the academic appeal process. The student may be approved to take the course a third time but must pass the course; no additional registration for the course will be allowed after a failing grade is earned in the course for the third attempt.

**Academic Appeals Process**

Students must file an appeal to repeat a course if the course has been taken the maximum number of times and failed. The appeal must include information about why the student was not successful in the first attempts. This must include information and documentation to identify the reason for any missing assignments, for low attendance, or any reason being

given for the student's lack of success in completing the course. Online and Adult Students will submit the appeal to their advisors who will submit the appeal to the Academic Appeals Committee for review. Traditional students will submit the appeal to the Registrar's office who will submit the appeal to the Academic Appeals Committee for review. Failure to complete the course with minimum grade allowed may result in the student being unable to continue in their current degree. Approval to repeat course does not override the end of term Academic Standing earned by the student; the student must sit out a term if placed on Academic Suspension and if approved, may repeat the course in the next available term. The decision of the Academic Appeals Committee is final.

### **Pass/Fail Option**

Students may elect to enroll for a maximum of four courses on the pass-fail option during the junior and senior years. No more than two courses may be included on this plan during any one semester. Core courses and courses in the major area (required or elective) may not be included. Grades of S (Satisfactory) or U (Unsatisfactory) are assigned. Credit hours, but no quality points, are recorded for grades of S and count toward degree requirements. The pass/fail option is not allowed in courses required for teacher certification. A student wishing to use the pass/fail option must file a special request form in the office of the registrar prior to the last day to add a course or change course enrollment status.

### **Auditing Courses**

Full-time students may audit a maximum of two courses each semester, with the permission of the registrar. A course is listed on the student's permanent record as AU (audit) unless the instructor of the course informs the registrar that class attendance or participation does not justify the listing, in which case it would be listed as NA (no audit).

### **Adding or Dropping a Course**

A course may not be added for credit or audit, or changed from one enrollment status to another (credit, audit, pass/fail), after the second week of a semester (see Calendar for specific dates).

A course other than EDU 101 (Mosaic), Freshman English or the ENG 225/226, HIS 225/226 and HUM 225/226 courses may be officially dropped through the first week of a semester (see Calendar for specific dates) without having the course entered on the student's permanent record. After the first week, a student will be allowed to drop a course, but that course will appear on the permanent record with a grade of W.

After approximately eight weeks into the semester have elapsed, no course may be dropped for any reason. (See Calendar for exact dates.)

A student who stops attending class without securing official withdrawal approval automatically receives an F in the course(s). A student who acquires excessive absences before securing withdrawal approval will receive an F (not a WF) in the course.

### **Classification**

A student's classification is determined by the number of semester hours credited to the student at the beginning of the first semester of each year. For sophomore standing, a student is required to have earned 24 semester hours credit; for junior standing 54 semester hours; for senior standing, 90 semester hours; and for graduation 124 semester hours and 248 quality points.

### **Course Load Per Semester**

The minimum semester course load for a full-time student is 12 semester hours; the normal load is 15 to 18 semester hours; and the maximum load is 19 semester hours. Requests to exceed the maximum of 19 hours must be made to the registrar on the special request form on the Belhaven website and will be reviewed primarily on the basis of the student's previous record of achievement and the courses in which the student wishes to enroll. No student may receive credit for more than 21 hours in a semester under any circumstances.

### **Grade Reports**

At the conclusion of a semester or summer session, final grades are available on the Belhaven website. The office of the registrar will not show students their grades nor give grades over the telephone or by email. Midsemester grades are submitted and may be viewed on the Belhaven website.

### **Transcripts**

A student who desires a transcript must complete a request form at least two weeks before the time he or she needs to have the transcript sent. Request forms are available at <http://www.belhaven.edu/Registrar/transcripts.htm> or in the business office.

The registrar is not permitted to issue transcripts for a student who is in debt to the University. The person whose record is to be released must sign the request for a transcript. The cost of each transcript is \$10 for the first two copies. Additional copies ordered to the same destination and in the same transaction are \$2 per copy after the first two copies. If you are currently enrolled you may fill in the appropriate box to tell us to send your transcript now, or after the current term's grades have posted, or after the degree is posted. There is a minimum of 48 hours before a transcript can be released.

**Family Education Rights and Privacy Act of 1974**

Belhaven University informs students of the Family Education Rights and Privacy Act of 1974, as amended. The act, with which the University intends to comply fully, was designated to protect the privacy of educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with Family Education Rights and Privacy Act Office (FERPA) concerning alleged failures by the University to comply with the act.

Belhaven University accords all the rights under law to students who are declared independent. No one outside the University shall have access to nor will the University disclose any information from students' education records without the written consent of students except to personnel within the University, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the act.

Within the Belhaven community only those members individually or collectively acting in the student's educational interest are allowed access to student education records. These members include personnel in the office of the registrar, provost's office, admission's office, student learning office, student life office, financial aid office, business office, office of institutional improvement, faculty, and academic support counselor.

Students may not inspect and review the following as outlined by the act: financial information submitted by their parents, confidential letters and recommendations associated with admission, employment or job placement, or honors to which they have waived their rights of inspection and review, or education records containing information about more than one student, in which case the University will permit access only to that part of the record which pertains to the inquiring student.

**Class Attendance Standards**

Belhaven University believes that learning can be demonstrated through typical assessments such as tests, quizzes, papers, and class participation. However, we also believe that learning occurs beyond engaging in these assessments and that class attendance enhances learning in immeasurable ways.

In consultation with their Dean or Department Chair, all faculty members set their own policy for class attendance for the course. Be sure to review the course syllabus to understand the attendance requirement. Most faculty set one of these four policies:

- A. Class attendance is important in this course and students missing more than 20% of classes will fail the course and receive an F (except in the case of unique medical or family extenuating circumstances to be considered in consultation with the Registrar.)
  - 8 absences for a class that meets three times a week
  - 6 absences for a class that meets two times a week
  - 3 absences for a class that meets once a week.
 Persistently arriving late or leaving early may impact a student's final grade.
  
- B. Class attendance is important in this course and missing more than 20% of classes will lower the student's final grade (except in the case of unique medical or family extenuating circumstances to be considered in consultation with the Registrar.)
  - 1 letter grade 21–29% absent 3x week 9-11 2x week 7-8 1x week 4
  - 2 letter grades 30–39% absent 3x week 12-15 2x week 9-11 1x week 5
  - 3 letter grades 40% or more absent 3x week 16+ 2 x week 12+ 1x week 6
 Persistently arriving late or leaving early may impact a student's final grade.
  
- C. Class attendance is important in this course and students must notify the professor if a class is to be missed and make arrangements to make-up the work.
  
- D. Class attendance is not a high priority of this class and students should use their judgment in

how to use their time best to gain the most from this course.

In consultation with their Dean or Department Chair, faculty members will articulate their policy in the syllabus for the course. It is the responsibility of the student to understand and follow the attendance policy for each course. While faculty members set their attendance standards, a student's grade may not be lowered for missing up to 20% of the courses classes.

All reasons for absences (e.g., illness, representation for University activities, emergencies, and late registration) are included in these standards.

**Convenient Scheduling for Adult Students** (See Graduate and Adult Studies sections of the catalogue.)

In respect for adult students' busy schedules, Belhaven offers courses at times of the day and week that are more convenient.

**Evening Program:**

For over 25 years Belhaven University has offered an evening program of academic courses that provides basic college courses, including a wide range of courses in accounting and business administration, for interested area residents who are not able to attend regular classes during the day. Belhaven University instructors and selected area business people and educators teach classes. During the regular session, evening classes meet one evening per week beginning at 6:00 p.m.

**Minterms**

Two-week minterms are offered twice each year at Belhaven University: one in the spring, and one between fall and spring semesters when allowed by the calendar. These are concentrated courses that make three hours of credit available to students attending 10 class meetings (four hours each); two weekends of reflection time are incorporated in each time frame. A student may enroll in one class only. Residence halls are not open during minterms.

**Gulf Coast Research Laboratory**

Belhaven University students may receive credit for certain courses offered at the Gulf Coast Research Laboratory, Ocean Springs, Mississippi. Consult the chairman of the department of biology concerning course offerings.

**Summer Session**

The summer session of Belhaven University provides an opportunity for students to continue their work leading to a degree and for students from other institutions to earn credits that may be transferred to their own schools. A maximum of 15 hours may be earned during the summer session at Belhaven.

**Honors College**

The Honors College at Belhaven University offers academically advanced students a forum in which to deepen and expand their education both intellectually and spiritually. Students who demonstrate seriousness about their calling, a past record of academic achievement, and enthusiasm for interdisciplinary dialogue are eligible for Honors courses as described below:

**Honors Colloquium (HNS)**

An interdisciplinary seminar exploring diverse topics from the humanities, sciences, and arts. Through reading and round-table discussion with faculty and peers, students hone their ability to critically evaluate ideas from a Christian perspective and articulate responses both orally and in writing.

Students who meet any of the following criteria may take Honors Colloquium for elective credit:

- ACT composite 26 or above (SAT CR+Math 1190 or above)  
or
- ACT English/Writing 28 or above (SAT Writing 630 or above)  
or
- College-level GPA 3.5 or above, earned over at least 2 semesters

**Admission to Honors College as Honors Fellow**

Students who have completed at least two semesters of Honors Colloquium with a grade of B or above are admitted to full standing as Fellows in the Honors College; exceptions may also be considered subject to evaluation by the administration of the Honors College. The requirements for graduation as an Honors Fellow are as follows:

- Cumulative GPA of 3.4 or above
- At least 12 hours of Honors Colloquium (HNS) with a grade of B or above

- At least 15 hours of Honors-level coursework with a grade of B or above, to include at least 9 hours in the student's major
- Honors-level courses are available by arrangement with faculty who have approved the Honors designation for their courses. To merit the Honors designation, students must fulfill higher and/or additional requirements as determined by the faculty and demonstrate integration of the subject matter with a Christian worldview. Changes in grade weights and standards for Honors students will be indicated in the syllabus.
- Requests for Honors course designation must be signed by the faculty and submitted by the student to the Registrar's Office no later than the date specified by the Registrar and the Dean of the Honors College.

### **Summer Enrichment Program**

A precollege summer enrichment program is available to advanced students who have completed the junior year of high school. Students admitted to the program may earn up to 15 semester hours in regular summer session courses. Full college credit is granted after a student has been accepted on a full-time basis and has satisfactorily completed one semester (at least 12 semester hours) of course work at Belhaven University. For further information contact the director of admission.

### **Registration at Other Institutions**

A student who is enrolled at Belhaven University may not register for courses at any other institution without approval of the registrar and the chairpersons of the departments involved. This policy refers to summer classes taken elsewhere as well as at any time when a student is pursuing a degree at Belhaven. A student may not be concurrently enrolled at Belhaven and another institution except in the situation of a senior needing a course for imminent graduation and said course is not currently offered at Belhaven University. The form to request a course at another institution is available on the Belhaven website. The form must be approved by the Registrar's Office before a student can register for the course at the other institution.

### **Independent Study**

Independent study courses will be available only for degree seeking seniors facing imminent graduation who are unable to get a needed course at the regularly scheduled hour.

Students must complete a special request form to submit to the office of the registrar. The professor is not authorized to grant final approval for an independent study course. The request must be submitted to the registrar's office no later than two days prior to the last day to enter a course or change enrollment status. No course intended to be used for the forgiveness policy can be taken as independent study; furthermore, all forgiveness policy courses must be taken at Belhaven University.

### **Tutorial Work**

The term *tutorial* is applied to final coursework being completed by a nonresident Belhaven student who has applied for graduation. A student registered for tutorial work is one who cannot be enrolled at Belhaven for the final hours and who has been given permission by the registrar and the major department chairperson to complete those hours elsewhere.

A tutorial registration fee is assessed. (See General Fees.) If the work is not completed during the first semester in which a student is enrolled, that student must register for tutorial work again the following semester, or until the work is completed and the degree can be granted. The student's tutorial work carries no academic credit in itself. However, the student's permanent record will indicate enrollment in tutorial work.

### **Study Travel Program**

The Belhaven University study travel program provides students with an opportunity to earn academic credit in courses specifically structured to include off-campus travel, domestic or foreign.

Members of the Belhaven University faculty plan the courses, arrange for and conduct the travel portion, and offer detailed instruction on campus before departure and during the time of travel itself.

The content of courses offered in the study travel program is variable. In one case, the emphasis may be on one city, region, or country exclusively, while in another it may cut across geographical boundaries to include historical, literary, artistic, or scientific aspects of several regions or countries.

Each course requires the consent of the instructor and carries three hours of academic credit and a pass/fail grade. There is no limit to the number of credits a student may earn in the program, but each course pursued must have a different emphasis. In some instances, credits may be applied toward the departmental major.

### **Student Intern Programs and Practicums**

Student intern programs provide practical experience and training. In order to receive academic credit (one to six hours) for a student intern program or practicum, the program must be a structured one, approved in advance by the department in which credit is to be given. A student may not register for an internship or practicum until the office of the registrar has received the approval. The internship application should be turned in to the office of the registrar three days prior to the last day to add a class in order for there to be ample time for administration to provide internship approval. Registration must take place by the first week of the semester (see academic calendar for specific dates to add a course) or the student will not receive credit. A 2.75 cumulative Belhaven grade point average and junior or senior standing are required of the student to be considered for a student intern program or practicum. See the registrar's office for further information.

### **Council Studies**

Belhaven is a member of the Council for Christian Colleges and Universities, an association of more than 85 private liberal arts Christian colleges and universities. Consequently, a number of off-campus learning opportunities exist. These include an American studies program in Washington, D.C., a China studies program, a Latin American studies program in Costa Rica, the Los Angeles Film Studies Center, a Russian studies program, a Middle East studies program in Cairo, Egypt, a Scholar's Semester in Oxford, and a summer study program in historic Oxford, England. (See Council Studies in "Courses of Instruction" section.)

### **Au Sable Institute of Environmental Studies**

Located in Michigan, this program offers courses that cover various aspects of environmental studies and stewardship. Ecological information is provided along with experience in both field and laboratory techniques. Scholarship assistance is available to students at Council-member colleges.

### **Focus on the Family Institute**

A division of Focus on the Family, the Focus on the Family Institute is a one-semester undergraduate study program designed to address the challenging issues facing today's families. Outstanding students from American and international colleges and universities compete for 40 positions each fall, spring, and summer semester. Sixteen units of credit for the program may be received through the students' individual academic institutions, or arrangements can be made through an accredited institution. (See Family Studies in "Courses of Instruction" section.) Upon arrival, applicants should have completed two years of undergraduate work and be in good academic standing with a minimum of a 3.25 cumulative GPA. The Institute is endorsed by the Council for Christian Colleges and Universities.

### **Alternative Credit Programs**

Belhaven University does recognize Advanced Placement (AP) and College-Level Examination Program (CLEP). Official score reports must be sent directly to Belhaven University from the Educational Testing Service. High school transcripts with scores are not considered official notification of scores. Credit will be awarded once the office of the registrar has received the official qualifying scores and the student has met with the department chair to determine how the credit will be allocated. Students planning to enter professional school should verify that AP credit is accepted by the professional school they plan to attend. (All alternative credit must not exceed 30 credit hours toward the undergraduate degree.)

- **Advanced Placement Tests**

A score of 3, 4, or 5 is required on an Advanced Placement exam. Students with scores of 3, 4, or 5 on the AP Test of the College Entrance Examination Board (CEEB) will have earned, upon admission, up to eight semester hours credit granted in any one field.

Credits granted carry no grade and are not used in computing a quality point index but may be used toward a major or minor. Elective credit may also be given.

- **College Level Examination Program (CLEP)**

Advanced placement and credit may be awarded to students who earn at least the minimum scores recommended by the American Council on Education (ACE) on the subject examinations (not the general examinations). Once the office of the registrar has received the official qualifying scores and the student has met with the department chair, credit will be awarded. Any student wishing to be exempt from certain degree requirements should take the appropriate advanced placement test of the CEEB.

- **Correspondence Courses**

A student may apply a maximum of six semester hours of correspondence credit to satisfy degree requirements. The Registrar must approve correspondence work in advance. Credit in major courses or core courses for degrees may not be earned by correspondence.



- **International Baccalaureate Program**  
College credit will be granted to those high school students enrolling in Belhaven University who have completed courses in the International Baccalaureate Program with a score of five or better on each higher level examination. The courses for which credit will be awarded will be those subject courses that are a part of Belhaven's general education core.
- **Prior Learning Assessment (PLA) (Maximum credit - 15 hours)**  
Belhaven University is among more than 600 colleges and universities involved in assessing documented learning for academic credit toward an undergraduate degree. The Council for Adult and Experiential Learning (CAEL), an educational association founded in 1974 to promote the acceptance of the awarding of college credit for documented and experiential learning, has led the way in developing and implementing assessment techniques. Belhaven University uses the guidelines developed by CAEL. In order for the credit to be granted officially and recorded on the transcript, the applicant must have completed successfully a minimum of 12 semester hours of academic course work at Belhaven University. This type of credit is not necessarily transferable into or out of Belhaven University.

A \$150.00 assessment fee is paid at the time the portfolio is turned in for assessment. Upon awarding of credit, the student is charged \$75.00 per semester hour of credit and must pay the full amount before the credits are recorded on the student's permanent record. Students wishing to earn academic credit must submit the required portfolio information for assessment upon completion of EDU 290. A maximum of 15 hours may be earned through portfolio assessment. Credit is awarded and applied only as elective credit. The process for experiential credit should be completed prior to the beginning of the last semester required for degree completion. An additional fee must be paid prior to the beginning of the course for additional software usage required for the course.

- **Documented Learning - Portfolio I**  
Credit for professional or technical courses, licenses, certifications, workshops, etc., can be awarded if documented thoroughly. Faculty members assess the validity of substantial documentation based on completion, clock hours, and content. The Portfolio I must include a resume, an autobiographical sketch, and a value of learning statement for each topic area. One semester hour of credit may be awarded for 20 hours of instruction that is determined by faculty to be college level.
- **Experiential Learning - Portfolio II**  
Experiential learning credit assessments, in the form of portfolios, are methods by which students may earn academic credit for college-level learning completed outside of the traditional classroom setting. It is designed to assist adult learners in attaining their academic and career goals by validating their professional competencies acquired through experiential learning. Those interested in PLA credit should make an appointment with Student Services at their local campus.

**Credit from alternative credit programs may be given in a specific area in which a student wishes to major or minor, dependent upon departmental policy. The maximum total of such credit listed above, in any combination, is 45 semester hours, not to include more than 15 hours of experiential credit. Hours earned through alternative credit programs do not carry quality points and therefore are not considered as residential hours for honors calculations.**

- **Credit for Work Completed in Armed Service**  
Credit for specialized training received in the armed services will be granted on the basis of recommendations published in *A Guide to the Evaluation of Educational Experiences in the Armed Services*. Only those courses or programs that may be regarded as consistent with the curriculum at Belhaven University will be credited toward a degree.

A student who presents evidence of at least six months of military training with an honorable discharge may receive a maximum of four semester hours non-academic credit in physical education.

*Credit from alternative credit programs may be given in a specific area in which a student wishes to major or minor, dependent upon departmental policy. Credit in Bible, history, culture, or literature courses from these sources to meet general education curriculum requirements will not be accepted. The maximum total of such credit listed above, in any combination, is 30 semester hours, not to include more than 15 hours of experiential credit. Hours earned through alternative credit programs do not carry quality points and therefore are not considered as residential hours for honors calculations.*

### Foreign Language Proficiency Exams

Foreign students may not register for credit in their native language. Students may earn college credit for Spanish, French, or German only by taking the CLEP examination at the elementary or intermediate levels. Students may earn up to the required number of credit hours in the general education core for their major in a single language through completion of the CLEP examination with a minimum score of 50 or above or through proficiency credit. The CLEP standardized examination will preclude the use of departmental examinations except in those areas where CLEP examinations are not available.

The method of testing and the level of proficiency to be awarded for languages other than Spanish, French, or German will be determined by the chair of the foreign language department or her designee. For testing other than CLEP, a \$100 fee is charged for administering a proficiency exam; an additional fee of \$100 is charged if the exam is completed, but no semester hours, grades or quality points will be awarded.

### Advanced Course Placement:

- **Placement in Advanced English**

Each year, the department of English selects a limited number of freshmen for placement in Advanced Freshmen English on the basis of scores on the ACT, the English Placement Test of the CEEB, and the Belhaven English Placement Test. Credit by exemption for ENG 101 (CR only, no semester hours, no grade or quality points) will be awarded upon completion of the three-hour course Advanced Freshman English (ENG 121) (with a grade not lower than a C) during the first semester.

- **Placement in Advanced Language**

Students who wish to continue at Belhaven University a language begun in high school should take a language proficiency test to determine the college-level course most consistent with their previous training. Students who have credit for two or more units of a foreign language in high school may receive college credit, though not college hours, for the 101-102 courses in the same language after receiving a C (2.0) or better in 201-202 at Belhaven University. A waiver of language courses, especially 101 and 102, may be granted upon the Language Department's avowal of a student's proficiency. No semester hours, grades or quality points will be awarded.

Those students who are eligible to enter a foreign language course at the 300 level and complete six hours at this level may then elect to take examinations in the intermediate course (201-202) to receive six hours of credit.

- **Placement in Advanced Mathematics**

Students who have had extensive training in mathematics in high school and who wish to continue their study in this area at Belhaven University may enroll in MAT 207 and 208 with the permission of the chairperson of the department of mathematics rather than in a lower level course.

Students who are eligible to enter the course in calculus (MAT 207 and 208) and complete six hours at this level may then elect to take examinations in algebra and trigonometry (MAT 101 and 102) to receive six hours of credit. If a passing grade is achieved on the examination, the credit hours are recorded and a grade of ES (Examination Satisfactory) is assigned. In the event of an unsatisfactory grade, no grade is recorded or credit given. The grade of ES carries credit hours, but no quality points, toward degree requirements.

### Academic Lists

At the end of each semester, the following academic lists are published:

President's List: full-time students with a 4.00 semester GPA.

Dean's List: full-time students with a semester GPA between 3.40 and 3.99 and no grade lower than a C.

### Graduation with Honors

To graduate cum laude, magna cum laude, or summa cum laude, a baccalaureate degree-seeking student must have earned a minimum of 60 academic hours carrying quality points at Belhaven University. At the time of graduation the student must have established a cumulative grade point average on the Belhaven University record and meet the minimum to be eligible: cum laude, 3.4; magna cum laude, 3.7; summa cum laude, 3.9.

To graduate "with honors," a student must have a minimum of 45 academic hours carrying quality points at Belhaven University and a 3.4 cumulative grade point average at Belhaven University

Belhaven University baccalaureate degree-seeking students who graduate with academic honors will wear Belhaven University honor cords for the graduation commencement ceremonies. Students are not allowed to wear any other regalia from societies, sororities, or organizations not affiliated directly with Belhaven University.



**Veterans' Regulations**

Each recipient of VA benefits enrolled at Belhaven University is expected to become familiar with, and to adhere to, all academic policies stated in the current issue of the Belhaven University catalogue.

**Course Substitution**

In cases when, through no fault of the student, required courses in a major are not offered in a rotation that permits the student to graduate on schedule, the chair of the major department may approve a similar course in the major as a substitute.

**PRE-PROFESSIONAL PROGRAMS**

The courses offered at Belhaven University enable students to pursue specific preparatory programs for the ministry, law, medicine, dentistry, nursing, physical therapy, occupational therapy, and engineering. Requirements for professional schools vary. Some programs at The University of Mississippi Medical Center are open to residents of Mississippi only. Students should check with the department chairman for this information.

**Pre-Health Professional Programs**

All students who wish to be recommended by Belhaven University for pre-professional programs in the medical sciences or for graduate school, or for fellowships, assistantships, etc. must make an appointment and meet with the pre-professional committee. That committee is chaired by Dr. Waltzer (premedical advisor) and Dr. Bishop. It is recommended that students meet with the committee twice: (1) during their first semester at Belhaven University, and (2) during the semester when they will ask for recommendations. The committee will include: Dr. Rob Waltzer, Dr. Reid Bishop, Dr. Phillip Carlson and Dr. Leslie Walker.

**Premedical Program**

Requirements vary among medical schools. You should check requirements of medical schools in your state of residence and any out-of-state schools to which you would consider applying.

The University of Mississippi Center Requirements:

Biochemistry – 1 semester

Physics – 2<sup>nd</sup> semester

Life Science: 2 semesters of any combination of the following:

- Zoology
- Cellular Biology
- Molecular Biology
- Physiology
- Anatomy

Recommended Courses:

- Algebra
- Statistics
- Psychology
- Sociology

For many other medical schools some or all of the following courses are required: one academic year each of biological science, inorganic chemistry, organic chemistry, English, mathematics, physics, and behavioral science. In addition, medical schools frequently require one semester of Biochemistry. All semester hours of advanced science must be taken in a senior college. The total of 90 semester hours will be completed by approved electives.

Required science courses – In each of the required science courses, other than mathematics, laboratory work must be included.

Mathematics – A minimum of three semester hours of college algebra and three semester hours of trigonometry is required. A two-semester course including algebra, trigonometry, analytical geometry, and calculus is also acceptable. Students who qualify by placement tests to enter Calculus I directly upon college entry can satisfy the mathematics requirement with a three- or four-hour Calculus I course; the other two or three required hours may be met by an approved elective course.

English – The usual freshman college courses of six semester hours in English composition or literature are required. The applicant is urged to take an advanced course in English composition.

Approved elective courses – A partial list of recommended elective courses includes advanced English, sociology, psychology, philosophy, history, geography, foreign language, computer science, fine arts, (up to six semester hours) and selected advanced courses in mathematics, chemistry, physics, and biology. Certain professional courses may be unacceptable.

Unacceptable courses – None of the 90 semester hours of minimum collegiate requirements listed or described or recommended above may be met by the following courses: correspondence courses, courses in physical training, military science, or dogmatic religion; courses in mathematics or science designed for non-science majors; course credit granted without college level testing.

**Pre-Physical Therapy Program (Doctorate in Physical Therapy: School of Health Related Professions: The University of Mississippi Medical Center)**

For candidates seeking admission into the DPT Class the successful completion (a grade of C or better) of the prerequisite courses below is required, and candidates must provide evidence of 40 hours of observation in at least two physical therapy clinical departments. A minimum of 5 of the 8 courses specified below must be completed (with grades) to be eligible to apply. All prerequisite courses must be successfully completed for a student to be admitted.

Candidates seeking admission into the class may elect to complete either ALL of the current prerequisite list or the revised prerequisite list below.

| Prerequisite Courses*<br>Hours                       | Number of Courses | Estimated Credit |
|--|-------------------|------------------|
| Statistics (mathematics, psychology, or education)** | 1                 | 3                |
| Biology (lab required)                               | 2                 | 8                |
| Chemistry (lab required)                             | 2                 | 8                |
| Physics (lab required)                               | 2                 | 6-8              |
| Advanced physical or biological science***           | 1                 | 3-5              |
|  | <hr/> 8           | <hr/> 28-32      |

\*Science survey courses for non-science majors are not acceptable for a required course. Normally required science courses must have been taken within the last ten years. All physical or biological sciences listed at a particular college or university do not necessarily satisfy the prerequisite requirements; please consult with the physical therapy pre-admissions counselor for clarification.

\*\* must be taken at a senior college

\*\*\* must be 300 level or above and taken at a senior college. Specified prerequisites for courses taken and associated lab, whether incorporated or offered separately, must also be completed.

To be eligible for admission, candidates must: (1) submit a completed application by December 3; (2) provide evidence of observation in a minimum of two physical therapy clinical departments or practices for a total of 40 hours (additional hours and sites are recommended), hours earned through employment will not be accepted, all observation hours must be in the current year of application; (3) have a baccalaureate degree from an approved institution of higher learning; (4) have a minimum grade point average of 2.75 on a 4.0 scale (all grades, including failing grades and grades on repeated courses are used to calculate pre-admission grade point averages); (5) submit an official GRE report that includes verbal, quantitative, and analytical scores; (6) submit an autobiographical essay; (7) submit a resume; (8) be proficient in the use of computers for word processing, spreadsheet, library database searching, and be able to perform internet searches; (9) have current first aid certification that will remain current through clinical internship in the last academic semester; (10) complete the prerequisite courses (numbers in parenthesis indicate number of courses needed):

Physiology, human and mammalian (1 or a combined anatomy and physiology course for two semesters); comparative anatomy (1); social studies, including general introductory sociology (2); statistics - mathematics, psychology, sociology, or education (1); advanced science, 300 level or above (2); general and abnormal psychology (2); English composition (2); humanities (2); fine arts (1); chemistry (2); physics (2); college algebra or higher level mathematics course (1); zoology or biology (2); speech (1). All required courses must be completed with a grade of C or better.

Science survey courses designed for non-science majors are not acceptable for prerequisite requirements. Physical and biological science courses must include laboratory experiences. Students enrolled in a quarter academic calendar must complete the required sequence of courses which are equivalent to University of Mississippi courses. Normally required science courses must have been taken in the last ten years.

**Pre-Occupational Therapy Program (Master of Occupational Therapy: The University of Mississippi Medical Center)**

To be eligible for admission, candidates must: (1) provide evidence of 16 hours observation in at least two occupational therapy clinical departments; (2) have a minimum grade point average of 2.0 on a 4.0 scale; (3) have a minimum of 64 semester hours of academic credit (exclusive of physical education, military science, dogmatic religion and vocational courses) from an accredited institution of higher learning; and (4) complete the following prerequisite courses (numbers in parentheses indicate number of courses needed):

English composition (2); humanities (2); general psychology (1) abnormal, child, or adolescent psychology (1); sociology (1); college algebra (1); chemistry with laboratory (1); physics with laboratory (1); general biology with laboratory or zoology with laboratory (2); human anatomy, comparative anatomy, or morphology with laboratory (1) or a combined science in anatomy and physiology may be a substitute if it is taken one full academic year; fine arts (1); speech (1), developmental psychology or human growth (1), social sciences (1).

Science survey courses designed for non-science majors are not acceptable for transfer credit.

Electives should be sufficient to bring the total semester hours of transfer credit to 64. Suggested electives include first aid, human anatomy and physiology, and statistics.

**Pre-Dental Program (The University of Mississippi Medical Center)**

Dental schools require applicants to have completed at least three years of college and 90 hours of acceptable credit. A baccalaureate degree is recommended.

Required courses:

English – Two semesters, one semester of which must be in composition.

General psychology – One semester

Physical sciences and mathematics - inorganic chemistry – two semesters; organic chemistry – two semesters; advanced chemistry or biology – two semesters at a senior college; physics – two semesters; biology or zoology – two semesters; mathematics – two semesters.

Suggested courses include quantitative analysis, physical chemistry, embryology, histology, immunology, biostatistics, microbiology, biochemistry, bacteriology, cell biology, cell physiology, comparative anatomy, and speech. In mathematics, algebra or trigonometry.

All required science courses must include regularly scheduled laboratory periods. In addition to required coursework, courses in the humanities area are highly recommended.

**Pre-Pharmacy: Belhaven University works most closely with the University of Mississippi School of Pharmacy.**

For the Pharmacy catalogue and pre-pharmacy requirements go to: <http://www.pharmacy.olemiss.edu/student/Handbook.pdf>. The application deadlines after completion of pre-requirements are Regular Entry: November 1; Early Entry: February 1.

**Other Pre-Professional Programs**

Students in these programs should consult with their advisors for requirements for professional schools.

**Pre-Ministerial Program**

Theological seminaries require for entrance the B.A. or B.S. degree from an accredited four-year college. The Association of Theological Schools encourages students to receive a broad liberal arts education in preparation for seminary work.

Belhaven University has a pre-ministerial program to give students this kind of education. The department of biblical studies and ministries offers a submajor that, along with biblical studies, gives a broad liberal arts basis where critical thinking skills are developed and sharpened.

**Pre-Law Program**

Most law schools require that applicants hold an undergraduate degree. Generally, they do not prescribe any particular major or sequence of courses, but do recommend precision and effectiveness in speaking and writing and a critical understanding of the political and economic institutions with which the law deals. Belhaven recommends that a student interested in law school consider majoring in political science, and take the law track, which requires completing six hours in constitutional law. The political science major also includes, among other things, Christian political thought to ground the student in biblical concepts of law and politics as considered by great Christian thinkers; judicial process, a study of courts and the legal process; and legislative process, which examines the process by which legislation is developed and considers the biblical

basis for a just law code. The student should also consider taking constitutional history, business law, ethics, economics, logic, and perhaps other law courses available at Belhaven, including communications law and sports law. Writing classes would also be helpful. The student who does not choose to major in political science should consider taking several of the classes noted above.

**Pre-Engineering Program**

The pre-engineering program is designed for the student whose ultimate goal is to earn a degree in engineering. Belhaven’s program offers the general education courses and mathematics courses required in an ABET-accredited engineering school (such as Mississippi State University and The University of Mississippi). The student studies for two or three years at Belhaven to gain knowledge, applied competencies in mathematics, and effective communication skills. The student then transfers from Belhaven to a college of engineering to complete the engineering coursework for the degree. The student should coordinate their curriculum through the department of mathematics.

**CERTIFICATE PROGRAM**

The courses can be used as credit toward a degree. Certificate programs are approved for veterans training by the state approving agency and are the equivalent of a college major except where noted.

**Dance: 21 - 24 hours**

The certificate in dance requires 21 - 24 credit hours and takes two consecutive semesters (beginning in the fall) to complete, with some flexibility to facilitate appropriate substitutions. This program is not the equivalent of a major in dance. The fall semester should include DAN 133 or higher, DAN 125 or higher, DAN 170, DAN 151 (Pilates), DAN 370, and DAN 147. The spring semester should include DAN 134 or higher, DAN 126 or higher, DAN 270, DAN 251 (Pilates), DAN 371, and DAN 148 or DAN 290.

**COURSES OF INSTRUCTION**

**Numbering of Courses**

A hyphenated course (e.g. 101-102) is one that continues throughout the year, the second semester of which has as a prerequisite the first semester. A non-hyphenated course (e.g. 101, 102) is one that continues throughout the year, the second semester of which does not have as a prerequisite the first semester.

Generally first semester courses are represented by odd numbers; second semester by even numbers.

**Offering of Courses**

Belhaven University reserves the right to cancel any course for which there is an enrollment of fewer than five students.

Credit hours are indicated in parentheses following course titles.

**Divisions of Instruction**

Division of the Arts

- Art
- Arts Administration
- Creative Writing
- Dance
- Film Production
- Graphic Design
- Interdisciplinary Studies
- Music
- Theatre

Division of Education

- Elementary Education
- Geography
- Physical Education

Division of Business Administration

- Accounting
- Business Administration
- Economics

Division of Ministry and Human Services

- Biblical Studies and Ministries
- Family Studies
- Intercultural Studies

Health Administration  
Sports Administration

International Studies  
Psychology  
Social Work  
Sociology

Division of Humanities

Applied English  
Classical Education Studies  
Communication  
English  
English Language Teaching  
English as a Second Language  
Foreign Languages  
History  
Humanities  
Philosophy of Worldviews  
Political Science  
Specialized Communication

Division of Natural Science

Biology  
Chemistry  
Mathematics  
Nursing  
Physics  
Sports Medicine: Exercise Science

Extrdepartmental

Council Studies  
Honors Colloquium  
Leadership Studies

**Departmental Abbreviations**

|                                 |     |                                       |      |
|---------------------------------|-----|---------------------------------------|------|
| Accounting                      | ACC | Health Administration                 | BHA  |
| Applied English                 | ENG | Health and P.E.                       | HPE  |
| Art                             | ART | History                               | HIS  |
| Arts Administration             | AAD | Honors Colloquium                     | HNS  |
| Biblical Studies and Ministries | BIB | Humanities                            | HUM  |
| Biology                         | BIO | Interdisciplinary Studies             | IDS  |
| Business Administration         | BUS | International Studies                 | IST  |
| Chemistry                       | CHE | Leadership Studies                    | LDS  |
| Child Advocacy Studies          | CAS | Mathematics                           | MAT  |
| Classical Education Studies     | CES | Music                                 | MUS  |
| Communication                   | COM | Nursing (BSN)                         | NUR  |
| Computer Science                | CSC | Nursing (RN – BSN)                    | NRN  |
| Council Studies                 | COS | Philosophy of Worldviews              | PHI  |
| Creative Writing                | CWR | Physics                               | PHY  |
| Dance                           | DAN | Political Science                     | PSC  |
| Economics                       | ECO | Psychology                            | PSY  |
| Education                       | EDU | Reading                               | REA  |
| English                         | ENG | Sociology                             | SOC  |
| English Language Teaching       | ELT | Social Work                           | SWK  |
| English as a Second Language    | ESL | Spanish                               | SPA  |
| Family Studies                  | FAM | Specialized Communication             | SPC  |
| Film Production                 | FLM | Sports Administration                 | SAM  |
| French                          | FRE | Sports Medicine and Exercise Science  | SME  |
| Geography                       | GEO | Teaching English As A Second Language | TESL |
| German                          | GER | Theatre                               | THE  |
| Graphic Design                  | GDS | Worldview Curriculum                  | WVC  |
| Greek                           | GRE |                                       |      |

**Courses of Instruction**

**Accounting (ACC)**

Professor Goldsmith, Chair  
Assistant Professor Roark

The Accounting program has three primary objectives. First, the program seeks to provide students majoring in Business Administration with the necessary accounting background for making effective managerial decisions. Second, the program seeks to provide accounting majors with the skills and knowledge necessary for success in the accounting profession. Third, as a component of a Christian liberal arts college, the accounting program emphasizes the importance of Christian values and ethics in the practice of accounting.

Accounting majors are able to gain real-world experience if they choose to take ACC 450.

**Accounting Major:** 69 hours. The accounting major consists of 23 courses of 3 credit hours each, for a total of 66 hours. The 22 required courses are ACC 213-214, 217, 313-314, 337, 411, 412, 413, 418, 421, 424, and 490; BUS 305, 320, 326, 360, 363, 414, 415, 419; and ECO 205 and 206.;

Accounting majors desiring to take the CPA exam in the state of Mississippi should note that 120 semester hours of college credit are required as a prerequisite for taking the exam, and 150 hours are required for CPA licensure.

Students who would like to pursue a double major in Accounting and Business should consult with their advisors.

**Accounting Minor for a student in the B.S. in Business Administration program:** 18 hours consisting of the following: ACC 313-314, and any four of the following: ACC 217, 411, 412, 413, 418, 421, 424, 485, or BUS 415.

**Minor for a student not in the B.S. in Business Administration degree program:** 18 hours consisting of the following: ACC 213-214, 301, 313-314, and any one of the following: ACC 217, 411, 412, 413, 418, 421, 424, 485, or BUS 414.

**213-214 Principles of Accounting (3-3).** Prereq: Sophomore status.

A study of the concepts and fundamental principles of accounting practice. The course includes applications to proprietorships, partnerships, corporate accounting, and managerial accounting. *(213, Fall and Spring; 214, Spring only)*

**217 Computerized Accounting (3).** Prereq: ACC 213.

An application oriented course with emphasis on the use of computers in solving accounting and business problems. Hands-on use of general ledger and spreadsheet software will be emphasized. *(Spring only; offered in the evenings in summers in even-numbered years on demand)*

**301 Managerial Accounting (3).** Prereq: ACC 213-214.

An in depth study of accounting applications for managers with special emphasis on computer applications. Required for business majors, does not apply to the accounting major.

**313-314 Intermediate Accounting (3-3).** Prereq: ACC 213-214. (C- or better within last seven years or proficiency exam).

An in-depth study of financial functions and basic theory; recognition and measurement of assets, liabilities, income and equity; and the preparation and analysis of financial statements. *(313, Fall only; 314, Spring only)*

**337 Cost Accounting (3).** Prereq: ACC 213-214.

A study of cost and revenue behavior, cost-volume-profit relationships, master budgeting, and responsibility accounting for the purpose of planning and control of operations. *(Fall only)*

**411 Individual Income Tax Accounting (3).** Prereq: ACC 213-214.

An introduction to the federal income taxation of individuals. This course offers a broad base for understanding and applying the tax laws. *(Fall only; offered in the evenings in summers in odd-numbered years on demand)*

**412 Auditing (3).** Prereq: ACC 313 and 314.

A study of the concepts and standards of auditing and an explanation of how concepts are implemented in auditing practices, policies, and procedures. *(Fall only)*

**413 Advanced Accounting (3).** Prereq: ACC 313-314.

A study of specialized problems of accounting, including income presentation, business combinations, multinational accounting, partnerships, governmental and not-for-profit accounting, and fiduciary accounting. *(Fall only)*



- 418 Accounting Ethics (3).** Prereq: ACC 213, 214, 313 and 314.  
A study of the codes of professional ethics for accountants, biblical principles of virtue and character, the absolute truth of God's moral standards, and the application of biblical principles to solve ethical dilemmas in the accounting profession. *(Spring only)*
- 421 Accounting for Taxes on Businesses (3).** Prereq: ACC 213-214.  
A detailed study of the federal income taxation of corporations, partnerships, estates, and trusts. A broad base for understanding and applying the tax laws is provided. *(Spring only; offered in the evenings in summers in odd-numbered years on demand)*
- 424 Governmental Accounting (3).** Prereq: ACC 213-214.  
A study of fund accounting concepts and standards as they relate to federal, state, and local governments and to not-for-profit organizations. *(Spring only)*
- 437 Cost Accounting II (3).** Prereq: ACC 213-214, and 337.  
A continuation of Cost Accounting I, this course is a study of strategy, strategic profitability, and cost allocation; customer profitability analysis; support department cost allocation and common costs; joint product and byproduct cost allocation; costing spoilage, rework, and scrap; balanced scorecard and the theory of constraints; inventory management; transfer pricing; performance measurement; compensation; and multinational considerations. *(Offered on demand in Spring only)*
- 450 Internship (3).**  
This course is designed to give the student practical experience in the field of accounting. This course is only open to students majoring in accounting. Senior standing and approval by the Dean of the School of Business must be obtained. This course is graded on a pass or fail basis. Refer to "Student Intern Programs and Practicum" for further requirements.
- 485 Financial Management of Christian Ministries (3).**  
An introduction to the biblical principles that should guide the administration of Christian ministries and the accounting and management skills needed by the administrator of a Christian ministry in order to be an effective steward of the Lord's resources. Topics to be covered: biblical principles of money management and stewardship; financial disclosure; internal controls; audits; budgeting; employee payroll; obtaining tax-exempt status; and tax returns for ministers. Does not apply toward the major.
- 490 Forensic Accounting (3).** Prereq: ACC 313-314, ACC 412.  
Also called investigative accounting, forensic accounting is a study of the methods used to detect and prove financial fraud or to track funds that have been embezzled. *(Spring only)*

### Applied English (ENG)

Professor Hubele, Chair  
Associate Professor Foncree  
Associate Professor Parrott

The Applied English major combines liberal and professional education with a strong foundation in critical and analytical studies. While the program remains true to the objectives and values of Belhaven University's traditional B.A. in English program, the major is specifically designed to prepare students for successful careers as writers and communications specialists in fields such as publishing, law, education, government, community advocacy, the non-profit sector, journalism, corporate communications, finance, and the arts. This major is designed to develop articulate and incisive writing professionals with both the specialized skills needed to negotiate current work contexts (including the Web and other multimedia modalities) and the analytic and problem-solving proficiencies needed to comprehend and navigate cultural and technological change.

**B.A. in Applied English:** 52 hours to include the following:

- (1) ENG 302, 303, 415
- (2) 18 hours of 300-400 level ENG courses
- (3) ENG 402 (Capstone)
- (4) 12 hours of Applied Courses to include BUS 110, BUS 320, COM 309 and ENG 495.

- (5) 12 additional hours of Applied Courses from the following: BUS 316, BUS 362, COM 350, GDS 220, CSC 111 or ENG 496 (may be taken up to 6 hours)

Please see each appropriate department for individual course descriptions. Students wishing to pursue a B.A. degree in English, please see the [English Department \(ENG\)](#) catalogue listing.

**495 Applied English Strategies and Applications (3).**

This course is designed to develop specialized writing skills for specific work contexts (including the Web and other multimedia modalities) and equip the students with analytic and problem-solving proficiencies required in communications and technical writing fields. Students will also be prepared to enter into the marketplace with instruction on job proficiency and industry standards. (*Spring only*)

**496 Applied English Internship (3-6).** Prerequisites: Senior standing and approval by the English Department chair.

This course is designed to give the student practical experience in applied English opportunities. Students may take two 3-hour internships or one 6-hour internship. These hours are only open to students majoring in Applied English. This course is graded on a pass/fail basis. Refer to “Student Intern Programs and Practicums” for further requirements. (*Spring only*)

### Art - Visual Arts (ART)

Associate Professor Pennebaker, Chair  
Professor Theisen  
Associate Professor Haien  
Associate Professor Thorson  
Assistant Professor Tyson

The visual arts program at Belhaven University offers students the opportunity to develop the creative vision, aesthetic insight, technical skill, intellectual rigor, spiritual discernment, and work ethic necessary for the practice of visual art from a Christian worldview. The department also seeks to provide the campus and local community with opportunities to encounter and engage with works of visual art and their creators. Visual arts majors gain real-world experience through participation in public exhibitions, including the senior show, as well as opportunities for internships.

The visual arts department offers a Bachelor of Arts, a Bachelor of Fine Arts, and a minor in art. Visual arts majors (freshman and transfer) enter as BA candidates and are admitted to BFA standing upon successful completion of foundation courses and by approval of visual arts faculty.

**Bachelor of Arts in Art (BA):** 51 hours to include:

15 hours of foundation courses (ART 120-121, 125, and 130-131)

9 hours of art history (ART 360, 461 and either 361 or 460)

3 hours of aesthetics (PHI 275)

3 hours of senior seminar (ART 401)

BA students are required to participate in a senior exhibition, portfolio review, or complete an equivalent senior project as approved by the faculty.

**Bachelor of Fine Arts in Art (BFA):** 78 hours to include:

15 hours of foundation courses (ART 120-121, 125, and 130-131)

12 hours of art history (ART 360-361 and 460-461)

6 hours of aesthetics and art theory (PHI 275 and ART362 or 462)

3 hours of senior seminar (ART 401)

BFA students may designate an emphasis in Drawing, Painting, Photography, or Sculpture, pending completion of at least 12 hours in that area.

Up to 6 hours of courses in graphic design (GDS) may count toward the visual art major in the BFA program.

BFA students are required to mount a senior exhibition (solo or group).

**Minor in Art:** 21 hours to include ART120, 130, and 3 hours from ART 360, 361, 460, or 461.



Visual arts majors are required to attend and participate in scheduled departmental meetings (Practicum Lab). Visual arts majors are responsible to read and abide by all departmental policies as described in the Visual Arts Department Studio Manual.

**Honors Program:** The visual arts department offers the opportunity to enroll in the following courses for honors credit: ART 360, 361, 362, 365, 460, 461, 462, and PHI 275. Other ART courses may also be considered for honors status subject to faculty approval. For honors program policies, see “Honors College” found in the “Administration of the Curriculum” section of the catalogue.

**120-121 Drawing I-II (3-3).**

ART 120: Introduction to drawing from observation, emphasizing accurate transcription of subject matter with regard to linear placement and value. *(Fall only)*

ART 121: Prereq: ART 120 or permission. Continued development of skills introduced in ART 120. *(Spring only)*

**125 Perspectives on Creativity and Art (3).** For students majoring in ART and GDS only.

An introduction to broader questions of the artistic calling within a Christian worldview, the nature of the artistic process, the fundamentals of design and the visual elements, and the critique process. *(Fall only)*

**130-131 Design I-II (3-3).**

ART 130: Foundational introduction to theories and terminology of design and their practical application. Unit projects focus on the elements of design and principles of organization in two dimensions and in black and white. *(Spring only)*

ART 131 Prereq: ART 130 or permission. Expands on the foundational approach of ART 130 with a directed emphasis on color theory and three-dimensional design. *(Fall only)*

**215 Art Appreciation (3).**

Introduction to artistic media, design concepts, and techniques as well as a historical overview of major artists, works, periods, and movements. Intended to enhance students’ understanding and enjoyment of art in everyday experience and provide the tools for critical analysis of historical and contemporary works of art in their cultural and philosophical contexts. Non-major credit only. *(Fall and Spring)*

**220-221 Studio Drawing I-II (3-3).** Prereq: ART 120-121.

An advanced drawing course building on skills learned in ART 120-121. Emphasis is placed on consistent application of design principles in the practice of drawing, as well as on the exploration of individual artistic vocabulary through work in series. Includes study of the live model. *(Fall and Spring)*

**230-231 Printmaking I-II (3-3)**

An introduction to black and white relief and intaglio processes. The course is primarily intended to familiarize students with the tools and methods of relief and intaglio printing, with the goal of producing a successful edition.

**240-241 Photography I-II (3-3).**

ART 240: Introduction to camera use as well as developing, enlarging, and printing black and white photographs. Emphasis is placed on the role of design and concept in fine art photography.

ART 241: Prereq: ART 240. Students begin to define their individual conceptual and technical style through the development of a black and white portfolio. *(Fall and Spring)*

**250-251 Studio Painting I-II (3-3).** Prereq: ART 120-121.

Introduction to the materials and processes of painting, with particular focus on the observation of light and color. *(Fall and Spring)*

**280-281 Sculpture I-II (3-3).** Prereq: ART 120-121, 130-131.

Introduction to mechanical and technical issues associated with the primary materials and methods of working in the third dimension. Students also develop a conceptual and historical perspective on both additive and subtractive sculptural processes. *(280, Fall only; 281, Spring only)*

**301-302 Independent Study and Research (3-3).** Prereq: Junior standing.

An opportunity for students to pursue special artistic projects and research under faculty supervision. Subject to approval by faculty and chair.

- 320-321 Studio Drawing III-IV (3-3).** Prereq: ART 220-221.  
Continuation of ART 220-221. Drawing skills are developed and refined through continued work from the live model. Emphasis is also placed on the development of conceptual and interpretive skills. (*Fall and Spring*)
- 340-341 Photography III-IV (3-3).** Prereq: ART 240-241.  
ART 340: Experimentation with darkroom manipulation processes for negative and print.  
ART 341: Experimentation with alternative photographic processes, mixed media, and diverse formats in order to further define individual conceptual and technical styles. (*Fall and Spring*)
- 350-351 Studio Painting III-IV (3-3).** Prereq: ART 250-251.  
Continued study of painting from life, with emphasis on observation of color and light. Increased attention is also given to personal interpretation and expression. (*Fall and Spring*)
- 360 World Art (3).**  
A survey of the art of selected cultures and civilizations from Africa, Asia, and the Americas. Explores universals of visual expression while also bringing Christian discernment to a reading of distinctive styles and methods as they embody worldviews. (Honors) (*Fall, even years*)
- 361 Western Art I (3).**  
A study of the history of western art from the Ancient Near East through the Gothic period. Introduces students to the touchstones of the western artistic tradition, viewed in the context of Christian critical analysis. (Honors) (*Spring, odd years*)
- 362 Topics in Art Theory (3)**  
A study of selected texts related to the theory of visual art and its function in human culture. Emphases may include theology and philosophy as well as art criticism and pedagogy in both Western and non-Western cultures. Texts will be examined within their historical context and from the perspective of a Christian worldview. (Honors) (*Spring only*)
- 365 History of Photography (3).**  
A historical investigation of photography as an expressive art form. This study traces technological advances in the photographic medium as well as the visual influences of 19<sup>th</sup> and 20<sup>th</sup>-century movements in art; critical readings in the aesthetics of photography contrast this new modern visual language with traditional artistic media in an effort to understand its unique character from a Christian perspective. (Honors) (*Spring only*)
- 380-381 Sculpture III-IV (3-3)** Prereq: ART 280-281.  
Further refinement of skills learned during the first two semesters as well as introduction to less traditional forms and methods of sculpture. Emphasis is placed on the integration of technique and design within the context of an emerging individual style and approach. (*380, Fall only; 381, Spring only*)
- 399 Internship (3).** Prereq: Junior standing and department chair approval.  
Supervised practical experience in an art-related profession. Maximum internship credit is six hours, nine hours for graphic design. Refer to "Student Intern Programs and Practicums" for further requirements.
- 401 Senior Seminar I (3).** Prereq: Senior standing  
Seminar course intended to prepare senior visual arts majors to enter the professional world of fine art and related fields. Includes introduction to professional presentation, resume/portfolio preparation, public relations, business practices, and gallery work, culminating in preparations for the senior exhibition. (*Fall only*)
- 402 Senior Seminar II (3).** Prereq: Senior standing and faculty approval.  
An opportunity for seniors to pursue special artistic projects and research in preparation for senior exhibition, under faculty supervision. (*Fall and Spring*)
- 420-421 Studio Drawing V-VI (3-3).** Prereq: ART 320-321.  
Continued refinement of conceptual, observational, technical, and interpretive skills in the development of a coherent body of work. (*Fall and Spring*)

- 440-441 Photography V-VI (3-3).** Prereq: ART 240-241.  
ART 440: Lighting techniques as applied to environmental and studio portrait photography.  
ART 441: Emphasis on photography as a collateral medium to language and graphic design in the communication of a marketing message. Explores lighting and product photography in a commercial context. (*Fall and Spring*)
- 450-451 Studio Painting V-VI (3-3).** Prereq: ART 350-351.  
Emphasis on experimentation and innovation in painting. (*Fall and Spring*)
- 460 Western Art II (3).**  
A survey of developments in European art from the Renaissance through c. 1850. In addition to formal and technical considerations, emphasis is placed on understanding and evaluating intent and meaning in light of the Christian worldview. (Honors) (*Fall, odd years*)
- 461 Western Art III (3).**  
A survey of the last 150 years in the art of Europe and America. Introduction to modernity and postmodernity viewed from a Christian perspective, in an effort to understand the artistic context of our times. (Honors) (*Spring, even years*)
- 462 Modern and Contemporary Art Theory (3).**  
A survey of texts and other statements by artists, art critics, and philosophers from c.1860 to the present. Examination from a Christian perspective of major theories informing visual art practices in the modern and postmodern world prepares visual arts majors to enter knowledgeably and redemptively into contemporary artistic discourse. (Honors) (*Spring only*)
- 480-481 Sculpture V-VI (3-3)** Prereq: ART 380-381.  
Focus on refinement of skills, successful use of design principles, and research into contemporary modes of sculptural expression. Emphasis is placed on individual exploration and personal voice as well as the creation of a cohesive body of work.
- 498-499 Internship (3-3).** Prereq: Junior standing and department chair approval.  
Supervised practical experience in an art-related profession. Maximum internship credit is six hours. Refer to “Student Intern Programs and Practicums” for further requirements.

## Arts Administration (AAD)

Arts Administration is a challenging and expanding field that is ready for Christian leadership. In keeping with the mission of Belhaven University to prepare men and women to serve Christ Jesus in their careers, relationships, and in the world of ideas, the Arts Administration degree program gives our students the knowledge, skills, and training necessary to administrate the business side of the arts in a variety of settings. Principles of management, human resource development, ethics, financial management, fund-raising, marketing, and law will be applied to theatre, dance, music, and the visual arts. Arts Administration students will have real-world experience through two required internships, ART 450 and 451.

The Arts Administration major requires 67 credit hours as follows: arts administration courses – 19 credits to include AAD 300, 310, 400, 450, 451, 490, and MUS 425 or THE 340; arts courses – 15 credits to include ART 215, THE 120, MUS 120, DAN 120, and PHI 275; ancillary courses – 9 credits to include ACC 213, BUS 414, BUS 418 and 412; fine arts concentration courses – 18 credits to include at least 12 hours in art, dance, music or theater, not to include ART 215, DAN 120, MUS 120 or THE 120 (course in the fine arts concentration to be determined by the department in which the students takes 12 hours); and 6 credits of elective courses.

- 300 Introduction to Arts Management (3).**  
This course covers the basic principles, theories, concepts, processes and practices relating to organizations in the arts industry including structure of the arts industry, organization structures, leadership, staffing, volunteerism, fundraising, intellectual property, grants writing, advocacy, etc. (*Fall only*)
- 310 Marketing the Arts (3).**  
Introduction to effective marketing concepts, strategies, and practices for arts organizations. Students develop an

understanding of the consumer and market, choose proper research techniques to solve problems, determine appropriate promotional techniques to develop relationships with patrons, and develop a complete and integrated marketing plan for an organization. *(Fall only)*

**400 Fund Raising (3).**

Course provides an overview of basic fund-raising techniques for non-profit arts organizations. Strategies for raising funds from individuals, corporations, foundations, and government funding sources are reviewed and analyzed. Methodologies for developing a complete fund-raising plan are studied. *(Spring only)*

**450 Arts Administration Internship I (2).** Prereq: AAD 300, 310, and 400; and approval of the Department Chair. Students must complete an arts administration internship/practicum within the Belhaven University arts division, local arts organizations, or performing arts companies. Refer to “Student Intern Programs and Internships” for further requirements.

**451 Arts Administration Internship II (2).** Prereq: AAD 300, 310, and 400; and approval of the Department Chair. A continuation of the internship in AAD 450 or completion of a different internship.

**490 Senior Seminar (3).**

Designed to give experience and/or competence in topics and skills essential to successful management of the arts. Survey of critical literature and trends in arts management. Projects geared toward the particular needs of the student. These may include preparation of position papers, arts events production or consulting work for arts organizations. *(Spring only)*

## **Biblical Studies and Ministries (BIB)**

Assistant Professor Brannon, Chair  
Professor Martin

The Bachelor of Arts in Biblical Studies at Belhaven University provides students with a Biblical foundation for life and for ministry. At the heart of the Biblical Studies degree at Belhaven is the conviction that the Bible is God’s Word and that it is the final authority for faith (what we believe about God) and life (how we are called to live). In light of this, all courses are taught from the view that the Bible is God’s revealed truth and that it is relevant for our lives. In addition to this commitment to the Bible as the Word of God, the Biblical Studies degree program is designed for students to grow academically in their knowledge of God’s Word, spiritually in their relationships with Jesus Christ, and practically in their preparation for ministry.

**Biblical Studies and Ministries Major:** It is necessary to have: (1) nine hours from BIB 220, 308, 315, 316; (2) nine hours from BIB 221, 310, 311, 317; (3) BIB 302, 350, 408, 412, 450; and the prescribed courses in one of the submajors listed below.

Submajors:

Theology: BIB 331 and 332.

Missions and Cultural Relations: BIB 360 and 411.

Youth and Children Studies: BIB 370 and 380.

The chair of the department will maintain the ability to make substitutions if appropriate and necessary, and this will provide some flexibility for the degree.

**Biblical Studies and Ministries Minors:** BIB 220, 221 and 18 hours of Biblical Studies and Ministries courses.

**Honors Program:** The Biblical Studies Department offers opportunities to enroll in honors courses from its department. Any departmental course with the exception of BIB 441 may be taken as an honors course. For students majoring in this department, one must pass a minimum of nine hours of honors courses within the discipline and a minimum of nine hours from the honors courses of other departments. Each course must be passed with a B or better. No more than 18 hours are required for the honors degree. For other honors program policies, see “Honors Program” found in the “Administration of the Curriculum” section of this catalogue.

Biblical Studies may be chosen as one of the three required areas of concentration for the Bachelor of Arts degree in humanities.

- 210 The Teaching of Major World Religions (3).**  
Credit given in either philosophy of worldview or biblical studies. A study of the worldviews and practices of religions such as Judaism, Islam, Hinduism, Buddhism, Confucianism, and Taoism. These are compared to and contrasted with the Christian faith. *(Fall, odd years)*
- 220 Exploring the Old Testament (3).**  
A historical survey of the Old Testament and some of its basic themes, with an emphasis on the character of the God who reveals Himself through the Bible. Since God has created humankind in His image for fellowship with Him, there is consistent reference to the terms of that relationship. God is presented as holy, loving, and sovereign, while people are presented as responsible for loving God, loving their neighbor, and caring for all that God has created. Attention is given to the promises and demands God makes which are relevant in our relationship with Him and others today. *(Fall, Spring and Summer)*
- 221 Exploring the New Testament (3).**  
This course is a historical survey of the New Testament and some of its basic themes, with an emphasis on Jesus Christ as God who became a human being. Since Jesus came to seek and to save the lost, attention is focused on the salvation He came to bring and how it is received. Since Jesus continues to be God, attention is given to His Lordship over history and human life. The implications of His Lordship for our lives today are examined. *(Fall, Spring and Summer)*
- 302 Biblical Interpretation (3).**  
The Bible was written long ago, but it is also God's word for today. A study of the principles necessary to understand what the Bible meant when it was written and how it is to be understood and applied now. *(Spring, even years)*
- 308 Old Testament Prophetic Books (3).**  
A study of God's message to His people in the specific circumstances of the Old Testament. Special effort is given to understanding the message of the major and minor prophets and to seeing what they mean for present times. *(Fall, odd years)*
- 310 The Life and Teaching of Jesus (3).**  
A survey of Christ's life and teaching based on all four Gospels. Special attention is given to understanding the historical setting, showing how these books relate to the rest of Scripture and applying their principles today. *(Fall, even years)*
- 311 Acts and Paul (3).**  
A study of Paul's life and teachings as seen in Acts and his letters. This is designed to give the student an understanding of the early church and the ability to apply biblical principles to contemporary issues. *(Spring, odd years)*
- 315 Old Testament Historical Books (3).**  
These books give an account of God's establishing a covenant relationship with His people. The study includes the historical development of this relationship, emphasizing its relevance for Christians today. *(Fall, even years)*
- 316 Old Testament Poetic Books (3).**  
A study of Job, Psalms, Proverbs, Ecclesiastes, and the Song of Solomon, giving attention to style and content. Emphasis is given to understanding and living by the wisdom expressed in these books. *(Spring, even years)*
- 317 Hebrews to Revelation (3).**  
A study of the final books of the Bible to see the fulfillment of the Old Testament, the wisdom necessary for life, and the hope that these writings give for the future. *(Fall, odd years)*
- 331, 332 Christian Doctrine (3, 3).**  
A historical and systematic survey of Christian doctrine as set forth in Scripture.  
BIB 331: A critical investigation of the doctrines of Scripture, God, the Trinity, creation, covenant, and human beings. *(Fall, even years)*

BIB 332: A study of the doctrines of the person and work of Christ, the sacraments, the church, and the second coming. (*Spring, odd years*)

- 350 The Church and Its Purpose (3).**  
Study of basic biblical images and models of the church in order to use these as the pattern for how the church should reach out to the world in Christ's name. (*Fall, odd years*)
- 360 Global Social Responsibility (3).**  
Specific biblical teachings from both the Old and New Testaments are presented as the foundation for serving God in a world filled with social needs. (*Spring only*)
- 365 Media Messages in Biblical Perspective (1-3).** Prereq. Sophomore Status  
This course will develop skills of analysis and evaluation of contemporary media philosophy and values, and the ability to respond critically from a Christian worldview perspective. The means used will be primarily movies that reflect contemporary culture. Must be sophomore or above.
- 370 Teaching Ministry (3).**  
Both Bible content and methodology are studied to prepare students for teaching the Bible in a variety of ministry settings, including sports and recreation outreach. (*Fall, even years*)
- 380 Youth Ministry (3).**  
The study of the way Jesus related to people and also of contemporary youth culture. This study forms the basis upon which to build and evaluate models of ministry with youth in both church and parachurch settings. (*Spring, odd years*)
- 408 Global Perspectives (3).**  
Global service is examined from four complementary perspectives: theological, historical, cultural and strategic, to give both a firm foundation and deep motivation for such service. (*Spring, odd years*)
- 411 Transcultural Ministry (3).**  
A study of how God reveals His truth to people within their culture. By examining cultural differences, students become acquainted with and sensitive to the issues involved in working with people of other ethnic groups or cultures. (*Fall, even years*)
- 412 Evangelism and Disciple Building (3).**  
Study of methods of evangelism and discipleship, giving special attention to the importance of relationships and prayer in winning others to Christ. (*Fall, odd years*)
- 415 Urban Ministry (3).**  
A biblical theology of the city will be outlined as the background for considering urban issues and ministries.
- 431 Contemporary Theology (3).**  
A study of Christ and modern culture. Students will investigate how many modern thinkers have tried to integrate Christ and modern Western culture. (*Spring, even years*)
- 432 Theology of the Major Sects (1-3).**  
Study of the beliefs and history of various sects and some cults. Students are asked to critique biblically the beliefs of these groups.
- 441 Internship (1-6).**  
Supervised practical experience of ministry. May be taken for up to six hours of credit. This course is open to students in any major. Approval of the department chairman is required. (*Fall, Spring and Summer*)
- 442 Field Site Visitation (1).**  
A tour of significant models of ministry. Combines personal interviews with leadership personnel and complementary reading assignments. May be taken for a maximum of three credits. (*Fall, Spring and Summer*)



- 444 Guided Study (1-3).**  
Supervised research and writing in an approved area of biblical inquiry. Offered by special arrangement with the chairman of the department. May be taken more than once. (*Fall, Spring and Summer*)
- 445 Global Practicum (1-3).**  
A travel seminar with significant hands-on ministry, usually in a cross-cultural setting. There will be an emphasis on understanding and relating appropriately to those of other backgrounds while carrying out a ministry project.. May be taken for a maximum of three credits. Approval of the department chairman is required.
- 450 Biblical Studies Capstone (3).**  
Capstone course for Biblical Studies which consists of 50 hours of supervised ministry internship, site visitation of various ministries, resume preparation, and assessment of career vocation and calling.

## Biology (BIO)

Professor Waltzer, Chair  
Associate Professor Brandon  
Assistant Professor Neiswinger

The department of biology at Belhaven University seeks to encourage students to develop an appreciation for the created world, to make an impact academically, and to use their knowledge in service to society. Students are expected to develop a broad background in biological science as preparation for teaching, graduate school, and the health-related professions, government, and industry.

The department offers a major in the Biological Sciences and three additional concentrations in 1) Cellular and Molecular Sciences; 2) Ecological Sciences; and 3) Human Physiology.

The core requirements for the major (18 hours) include:

- (1) BIO 105-106, 107-108
- (2) BIO 342 and 343
- (3) BIO 375 and 377, or BIO 376 and 378
- (4) BIO 400, 401

**Biological Sciences Major:** 32-34 hours of Biology to include the core and the following additional coursework:  
Four advanced courses 200 level or above (not including BIO 230, 231, 265)

### Biological Sciences Major Concentrations:

**Cellular and Molecular Sciences:** 37-38 hours of Biology to include the core and the following additional coursework: BIO 375, 376, 377 and 378, BIO 333 and 334 or 410, BIO 336 and 337 or BIO 379 and 380, and two of the following, BIO 324 and 325, CHE 415 and 417 or CHE 416 and 418.

**Ecological Sciences:** 38 hours of Biology to include the core and the following additional coursework: BIO 211, 212, 310, 311, 350, 351, 336 and 337 or 379 and 380, and 382 and 383

**Human Physiology:** 37-38 hours of Biology to include the core and the following additional coursework (BIO 230 does not count for majors credit, but is a prerequisite for SME 380. SME 380 and 420 count for majors credit in Biology in this concentration): BIO 324, 325; 336 and 337 or BIO 379 and 380 or BIO 410; 333 and 334; SME 380, 381 and 420, 421 (SME 380 requires BIO 230 and 320 as prerequisites) (BIO 231 and 265 recommended)

In addition to the core requirements, a Biology major must take CHE 111-112, 113-114 and CHE 215 and 217; and a statistics course; either BUS 305, PSY 303, MAT 200 or MAT 305. Recommended for students majoring in Biology: PHY 241-242, 243-244; and CHE 216 and 218. Biology majors are required to take one semester of non-majors science: either BIO 125 or PHY 125. Students who enter having taken algebra and with an ACT 25 in the sciences may take BIO 105-106, 107-108 concurrently with CHE 111-112, 113-114.

In order to obtain a degree in Biology (or a minor in Biology) from Belhaven University, a student must take a minimum of 16 hours in Biology from Belhaven University. In order to declare a major in Biology, a student must have completed eight hours in Biology at Belhaven University. For recommendations for professional, graduate school or jobs, see instructions given under "Pre-Professional Programs." Within the Biology major, anatomy and physiology and nutrition will count only as elective credit.

All rising juniors must take the Educational Testing Service Major Field Test in Biology. The test should be taken after completion of a minimum of 12 hours in biology at a time during the spring semester to be selected by the department chairman. The test will be used to aid in the advising and course selection process of the student. This test must be retaken during the senior topics course as part of the course grade.

Students will be required to have completed one semester of internship or research or mentoring to gain real-world experience. This may or may not involve course credit and may be fulfilled a number of ways; i.e. Health Careers Development Program; undergraduate research; internships at Voice of Calvary or Museum of Natural Science; Summer research programs; research at UMMC. Students may work with the chairman beginning as early as the end of their freshman year.

**Biology Minor:** 22 hours to include BIO 105-106; 107-108; 400; 401; and any three upper-level courses in biology.

**Accelerated Second Degree Nursing Minor (Alternate Minor):** This minor is designed to provide the prerequisite courses for any student who will complete a degree in any major and who would like to have the option to enter the “Accelerated Second Degree Nursing Program” at the University of Mississippi Medical Center. The required courses (17 hours) are as follows: BIO 230, 231, 265, PSY 240, 241, 303.

**Honors Program:** The Biology Department offers opportunities to enroll in honors courses from its department. The following are general education, elective, and major courses that may be taken as honors courses: BIO 105-106, 320, 336, 342, 370, 371, 382 and 411-412. For students majoring in this department, a student must pass a minimum of 12 hours of honors courses within the discipline and a minimum of nine hours from the honors programs of other departments. The student must take BIO 411-412 during the junior or senior year. Each course must be passed with a B or better. No more than 21 hours are required for the honors degree. For other honors program policies, see “Honors Program” under the “Administration of the Curriculum” section of the catalogue. Upon enrolling in the university honors program, the honors student must meet with the Department Chairman to determine a plan to complete the honors requirements for biology. For specific honors courses, the designation must be made during the registration.

**Pre-Professional Programs:**

The Biology Department advises students for a number of programs in the health-related professions: Medicine, Dentistry, Nursing, Physical Therapy, Occupational Therapy, and Pharmacy. These programs and the prerequisite requirements are listed in the current catalogue at <http://www.belhaven.edu/academics/Programs/preprofessional.htm>.

- 105 General Biology I (3).** Prereq.: BIO 125 or PHY 125 or ACT science score of 22 or above.  
An analytical approach to the study of basic biological processes and principles as designed by the Creator; stress on the common foundation on which all living events are based. (Lecture 3) (Honors) (*Fall only*)
- 106 General Biology II (3).** Prereq.: BIO 105 and 107, or BIO 125 or PHY 125 or ACT science score of 22 or above.  
An analytical approach to the study of basic biological processes and principles as designed by the Creator; stress on the common foundation on which all living events are based. (Lecture 3) (Honors) (*106, Spring only*)
- 107 General Biology Lab I (1).** Prereq. or coreq: BIO 105  
Corresponding lab session for general biology lecture. (Lab 3) (*Fall only*)
- 108 General Biology Lab II (1).** Prereq. or coreq: BIO 106  
Corresponding lab session for general biology lecture. (Lab 3) (*Spring only*)
- 125 Science & Culture II: Life Sciences for a Sustainable Future (4)**  
This course is an introduction to issues in Biology as they affect our lives and the natural world. The course will take a problem-based approach as we address issues of health, well-being, biodiversity, the environment, and scientific discovery and will focus on the practical application of this knowledge to our lives and a sustainable society.
- 230, 232 Human Anatomy and Physiology I and Lab (3+1).**



A study of cells and tissues, integumentary, skeletal, muscular, and nervous systems. Course is open to students in pre-allied health programs, sport medicine, and dance. (Lecture 3, Lab 3) SME majors cannot enroll in BIO 230 without having first successfully passed BIO 105, 106, 107, and 108 with a C- or higher. (*Fall only*)

**231, 233 Human Anatomy and Physiology II and Lab (3+1).** Prereq. BIO 230 and BIO 232.

A study of cardiovascular, immune, respiratory, digestive, metabolism, urinary, reproductive, endocrine, development, and inheritance. Course is open to students in pre-allied health programs, sports medicine, and dance. (Lecture 3, Lab 3) (*Spring only*)

**265 Basic Nutrition (3).**

A study of the principles of food composition; diets: emphasis on the macronutrients and micronutrients. Personal diet management. Effect of diet on the human body. Not accepted toward the following: a major or minor in biology or the biology requirement for the B.S. degree in science. (*Spring, odd years*)

**379, 380 Microbiology and Lab (3+1).** (formerly BIO 371)

An introductory study of microorganisms: morphology, cytology, physiology, immunology, and control; emphasis on the prokaryotes. (Lecture 3, Lab 3) (Honors) (*Spring only*)

**Prerequisites for each course listed below: BIO 105-106, and 107-108, or the consent of department chairman and instructor, unless stated otherwise.**

**211, 212 Botany and Lab (3+1).**

A survey of selected nonvascular and vascular plants. Structure, function and ecological relationships of seed plants. (Lecture 3, Lab 3) (*Fall, odd years*)

**310, 311 Parasitology and Lab (3+1).**

A survey of the major parasite groups with emphasis on taxonomy, morphology, life history, and epidemiology. The survey will include both experimental and slide laboratories. (Lecture 3, Lab 3) (*Fall, odd years*)

**321, 322 Neuroscience and Lab (3+1).**

A study of sensory systems, control of movement, learning and memory, planning and executive function, speech, emotions, sleep and biological rhythm. (Lecture 3, Lab 3) (Honors) (*Fall, odd years*)

**324, 325 Physiology and Lab (3+1).** (Formerly BIO 320)

A study of the functions of the major body systems: nervous, cardiovascular, immune, respiratory, muscular, endocrine, reproductive, excretory, and digestive. (Lecture 3, Lab 3) (Honors) (*Fall, even years*)

**333, 334 Histology and Lab (3+1).**

A microscopic study of major animal tissues: epithelial, connective, muscular, and nervous. (Lecture 3, Lab 3) (*Spring, even years*)

**336, 337 Comparative Anatomy of the Vertebrates and Lab (3+1).**

A phylogenetic study of vertebrates; representative species dissected and systematic comparisons made; survey of structure in the major body systems. (Lecture 3, Lab 3) (Honors) (*Spring, odd years*)

**342, 343 Genetics and Lab (3+1).**

A study of the fundamental concepts of classical genetics and its historical development; an introduction to the principles and techniques of modern genetics. (Lecture 3, Lab 3) (Honors) (*Spring*)

**350, 351 Introduction to Marine Biology and Lab (3+1).**

A study of physical and biological aspects of the marine environment: emphasis on the major habitats and design of organisms for their environment. Survey of the marine phyla. Field trip to Horn Island. (Lecture 3, Lab 3, field trip) (*Fall, even years*)

**354, 355 Quantitative Biology and Lab (3+1).**

An introduction to the tools of biological research. The emphasis is in teaching students to apply quantitative methods to analyze biological data. Students will learn how to use computer simulations, modeling and other computational resources to answer important questions in biology.

- 362 Cancer Biology (3).** Prereq: BIO-342/343, or BIO-375/377, or BIO-376/378, or CHE-415/417, or CHE-416/418.
- 375, 377 Cell and Molecular Biology I and Lab (3+1).** (formerly BIO 369) Prereq: CHE 111-112. Recommended CHE 113-114, CHE 211-212.  
A study of morphology and function of the cell; nucleus, RER, ribosomes, and processes including replication, transcription, translation, cell signaling, cancer. (Lecture 3, Lab 3) (Honors) (*Fall, odd years*)
- 376, 378 Cell and Molecular Biology II and Lab (3+1).** (formerly BIO 370) Prereq: CHE 111-112, Recommended CHE 113-114; CHE 211-212.  
A study of morphology and function of the cell; Golgi, mitochondria, chloroplasts, membranes, cytoskeleton, and processes including transport, respiration, cell cycle, apoptosis. (Lecture 3, Lab 3) (Honors) (*Fall, even years*)
- 382, 383 Ecology and Lab (3+1).**  
A survey of physical, chemical, and biological interrelations in natural communities. (Lecture 3, Lab 3) (Honors) (*Fall, even years*)
- 400 Selected Topics in Modern Biology (1).**  
Required of all senior biology majors. Students will present powerpoint lectures and attend and participate in a series of student and outside speaker presentations. Includes review of recent literature and presentation of current topics in biology. (*Fall*)
- 401 Capstone (1)**  
Required of all senior biology majors. Themes related to biology and societal issues will be addressed. Educational Testing Service Major Field Test in Biology will be taken as an exit exam and part of this course. (*Spring*)
- 402 Selected Topics in Modern Biology (2).**  
Required of all senior biology majors. Students will present power-point lectures and attend and participate in a series of student and outside speaker presentations. Includes review of recent literature and presentation of current topics in biology. Senior status required: to be taken fall and/or spring of the senior year. Educational Testing Service Major Field Test in Biology will be taken as an exit exam and part of this course. May be taken twice. (*Fall and Spring*)
- 410 Immunology (3).** Recommended Prereq: BIO 320 or BIO 333 or BIO 370.  
A study of the molecular and cellular basis of immunity: antibody diversity, B-cells, T-cells, antigen presentation, tolerance, autoimmunity, and transplantation. (Lecture 3, Lab 1) (*Spring, even years*)
- 411-412 Undergraduate Research (1 or 2/1 or 2).**  
Supervised research and instruction in a biological field of study for one full year of study. Open by request only to junior and senior biology majors. Offered by special arrangement with the chair of the department. Required of all honor students. (Honors). (*411, Fall only; 412, Spring only*)

*Belhaven students may receive credit for biology courses given at the Gulf Coast Research Laboratory at Ocean Springs, Mississippi.*

## **Business Administration (BUS)**

Ralph Mason, Dean of the School of Business

Professor Penn

Assistant Professor Hays

Assistant Professor James

Assistant Professor Jinkiri

Assistant Professor Riddering

Assistant Professor Roark

Assistant Professor Wallace

The division of business administration educates students in a manner that will enhance their opportunities for success in their chosen careers. A well-rounded education is provided with an emphasis in each of the following areas: accounting, business administration, finance, management, and marketing. As a Christian liberal arts university, Belhaven emphasizes the

importance of Christian values and ethics. Business administration students will have real-world experience through an internship (BUS 450 or 451) or field study (BUS 445).

**Business Administration Major:** The B.S. degree in business administration requires 60 hours to include ACC 213-214, BUS 304, 305, 320, 326, 327, 360, 363, 414, 418, 419, 420, and BUS 445 or 450 or 451, ACC 301, ECO 205, ECO 206, BUS 120, and six semester hours of business electives.

**Business Administration Minor:** A minor in business administration requires 18 hours to include ACC 213 or BUS 210, BUS 320 and 326, ECO 205 or ECO 206, and six hours of business electives.

**Finance Minor:** A minor in finance requires nine hours of finance electives, six hours of business administration electives, and a finance internship.

**International Business Minor:** A minor in international business requires 18 hours to include BUS 110, 325, 336, 373 and 420; and one of the following, BUS 450, 451 or IST 450.

**Management Minor:** A minor in management requires nine hours of management electives and nine hours of business administration electives.

**Marketing Minor:** A minor in marketing requires nine hours of marketing electives, six hours of business administration electives, and a marketing internship.

**Concentration:** A concentration in Entrepreneurship requires BUS 327, BUS 320 or BUS 307, six hours of business electives, a small business internship and an approved business plan by a faculty panel.

**Honors Program:** The business department offers opportunities for students to enroll in honors courses from its department. The following are general education, elective, and major courses that may be taken as honors courses: BUS 360, BUS 418, BUS 419, BUS 420, BUS 491, BUS 492. For students majoring in this department, one must pass a minimum of 12 hours of honors courses within the discipline and a minimum of six hours from the honors courses of other departments. Each course must be passed with a *B* or better. No more than 18 hours are required for the honors degree. For other honors program policies, see “Honors Program” located in the “Administration of the Curriculum” section of the catalogue.

**110 Contemporary Business Enterprise (3).**

A study of contemporary business enterprises and market systems characterized by private ownership and distribution of goods and services. Includes an overview of business processes such as marketing, finance, and strategy and their roles in the free market system. (*Fall and Spring*)

**120 Introduction to Spreadsheet Applications (3). (Replaces MAT-201)**

An introduction to using spreadsheet software widely used in business with a hands-on approach to creating and using basic spreadsheets as well as navigating the software. (*Fall and Spring*)

**210 Principles of Budgeting and Accounting (3).**

An introduction to the basic principles of business budgeting and accounting with applications for contemporary business practices in sole proprietorships, partnerships, and corporations. Not open to Business and Accounting majors.

**228 Personal Finance (3).**

A study of the basic principles of planning and managing personal financial matters. Emphasis is on developing the personal financial planning skills needed to meet individual objectives and goals. (*Fall only*)

**304 Business Communication (3). Prereq: ENG 101 and 102 or ENG 121.**

A study of the modern techniques of written and oral communication in a business setting. (*Fall and Spring*)

**305 Business Statistics (3). Prereq: MAT 101 or 110, BUS 120**

A study of the primary statistical techniques used in the managerial decision-making process. Included is a study of measures of central tendency, dispersion, theories of probability, statistical inference, analysis of variance, regression analysis, nonparametric statistics, statistical quality control and decision theory, and time series analysis. (*Fall and Spring*)

- 307 Introduction to Electronic Commerce (3).**  
An introduction to the use of computers and the Internet in the marketing process. Traditional marketing concepts, along with a Christian worldview, will be integrated with modern computerized marketing techniques.
- 309 Business Computer Applications (3).**  
A study of computer applications essential to business today. Emphasis on software applications in communication, statistics, and finance. Emerging computer technology will also be discussed.
- 320 Introduction to Marketing (3).** Prereq: Junior level standing.  
An overview of the marketing discipline with emphasis on planning and the development of competitive strategies. Specific topics include the marketing environment, marketing research, advertising, personal selling, sales promotion, pricing, new product development, and distribution channels. *(Fall and Spring)*
- 325 International Marketing (3).**  
An in depth study of International Marketing and how advertising, promotion, national history, geography, culture, language, demographics and politics affect marketing strategies. Marketing case studies in specific countries. *(Fall, odd years)*
- 326 Principles of Management (3).** Prereq: Junior level standing.  
An introduction to the foundational principles and the basic management techniques that every manager must master to succeed in today's fast-changing, competitive environment. Emphasis is on the planning, organizing, managing, and controlling functions. *(Fall and Spring)*
- 327 Small Business Management and Entrepreneurship (3).** Prereq: BUS-210 or ACC-301, BUS-320.  
A study of management principles and techniques, focusing on applications to established small businesses and to new ventures. Emphasis is placed on leadership and the role and functions of entrepreneurs. *(Fall and Spring)*
- 329 Principles of Supervision (3).**  
A study of the basic principles of supervising employees. Emphasis is on communicating, understanding employee behavior, selecting and training employees, appraising employees, conducting effective meetings, working with unions, increasing productivity, and managing stress in the context of the supervisor-employee relationship. *(Spring odd years)*
- 335 Fund Raising (3).**  
A study of philanthropy, fund-raising promotions for not-for-profit organizations, the ethics of fund raising, and providing donors with financial planning services.
- 336 International Management (3).**  
The political, technical, legal and cultural factors that shape international enterprises. Includes Cross-cultural communication, cross-cultural negotiation, cross-cultural leadership styles. Case studies from MNCs. *(Fall, even years)*
- 360 Operations Management (3).** Prereq: BUS 305  
The study of quantitative and decision-making tools used in managing the conversion process that transforms inputs (such as raw materials and labor) into outputs in the form of finished goods and services. Areas covered include: New Product and Service Development, Facilities Planning, Quality Control Techniques; Forecasting Methods, Work Performance Measurement; Waiting Line and Scheduling Decisions; and Inventory Systems Management. (Honors) *(Spring only)*
- 362 Human Resources (3).** Prereq: BUS 326.  
An investigation into the nature and behavior of humans as we relate and work together in organizations. Practical applications are made to the following: selection and retention, training, motivation, compensation, discipline, and organizational design.
- 363 Business Finance (3).** Prereq: ACC 214, MAT 110 or MAT 101  
A study of the sources and uses of funds in modern business firms. Emphasis is on capital markets, the time value of money, risk and rates of return, the valuation of bonds and stocks, financial statement analysis, financial forecasting, and capital budgeting. *(Fall and Spring)*

- 373 International Economics and Finance (3).**  
International trade theory (competitive markets, socialist markets, protectionist policies, global financial systems, economic geographics). How history and politics shape economic policy. (*Spring, odd years*)
- 395 Management Research Methods (3).** Prereq: MAT 101 or MAT 110.  
Application of research methods in collecting, recording and analyzing decisions relevant to management decisions.
- 402 Money and Banking (3).** Prereq: ECO 207.  
A study of the role of money in the U.S. economy and the financial system that creates it and through which it flows. Additionally, basic monetary policy instruments are studied with regard to their effects on macroeconomic variables and on the financial institutions operating within the economy. (*Spring, even years*)
- 403 Advertising (3).** Prereq: BUS 320.  
An overview of the advertising field with emphasis on media selection and strategic planning.
- 407 Consumer Behavior (3).** Prereq: BUS 320.  
A study of consumer purchasing behavior with emphasis on psychological and social influences. Specific topics include consumer decision processes and behavior; cultural, social, personal, and family influences; individual differences; and psychological processes. (*Spring only*)
- 412 Organizational Behavior (3).** Prereq: BUS 326  
A study of human behavior at the individual, group, and organizational level with topics including personality, motivation, teams, leadership, power and organizational structure. (*Fall only*)
- 414, 415 Business Law (3, 3).** Prereq: Junior level standing  
A study of the basic principles of law that apply to business transactions, thereby providing a basis for confidence in reaching decisions within the framework of rules of law. Primary emphasis is on contracts, agency, and the legal environment of business. (*414, Fall and Spring; 415, Spring only*)
- 416 Investments (3).** Prereq: BUS 363 or instructor's permission for non-business majors.  
A study of the techniques of investing in the major types of equity and debt instruments. Emphasis is on the study of money and capital markets, valuation of stocks and bonds, and portfolio analysis. (*Spring, odd years*)
- 418 Business Ethics (3).**  
A study of basic ethical principles as applied to the major problem areas facing economic systems and to decision-making in the corporation and in society in general. The basic ethical principles and the accompanying value system used are biblically based. (Honors) (*Fall and Spring*)
- 419 Business Policy (3).** Prereq: Student must be of a senior class standing or have permission from the instructor.  
A study of the methods used by business firms in developing and evaluating strategies and policies to achieve goals and objectives. A computer simulation business game is played as part of the course. (Honors) (*Spring only*)
- 420 International Business and Development (3).**  
A survey of the operation of the firm in a global environment. Topics include global markets, international trade, foreign exchanges, trade policy, international politics, cross-cultural management, global strategic management, organizational design, and controlling. (Honors) (*Fall and Spring*)
- 426 Risk Management and Insurance (3).** Junior standing recommended.  
The focus of this course is on the loss exposures faced by economic entities (threats to people, property, or profits) and the logical uses of risk management and insurance tools to offset the effect of those losses.
- 440 Commercial Banking (3).** Prereq: ACC 213-214 and ECO 207.  
A study of the operation and management of commercial banks. Primary emphasis is on the management of the assets, liabilities, and capital funds of banks within the framework of banking regulations.

- 442 Marketing Research (3).** Prereq: BUS 320.  
A study of modern marketing research techniques and their application. Specific topics include research decisions, problem definition, exploratory research, hypothesis testing, research design, data collection, data analysis, and the reporting of results. (*Fall, odd years*)
- 445 Site Observation in Business Administration (3).**  
The course will consist of a variety of specific settings where students can observe and research various aspects of business and management fields. Students will learn to compare and contrast these settings in regard to their demands and expectations from a Christian worldview perspective. May be taken as an alternative to BUS 450 Internship in Business Administration. (*Fall and Spring*)
- 450-451 Internship (3-3).**  
This course is designed to give the student practical experience in either conducting a specific research project or in a professional position within an approved private firm or public agency. The internship may be repeated once. This course is open only to students majoring in accounting or business administration. Junior or senior standing is required, and approval by the division chairman must be obtained. The course is graded on a pass or fail basis. Refer to “Student Intern Programs and Practicums” for further requirements.
- 460 Cases in Management (3).**  
A study of a wide variety of management problems in a small group setting. The case study method of analysis is used, and oral and written case evaluations are required. Emphasis is placed on management problems encountered by large, modern firms.
- 465-470 Practical Application of Business Principles (3-15).**  
Up to 15 semester hours of credit may be awarded for practical experience in management. Credit will be awarded only upon approval by the faculty of the division of business administration and the dean of the school of business.
- 490 Public Financial Management (3).** Prereq: ACC 214 and BUS 363.  
An introduction to the modern concepts and practices of financial management in public organizations with emphasis on practices used by state and local governments. The course will include a study of the preparation, approval, execution, and review of budgets.
- 491-492 Undergraduate Research (1-2).** Prereq: Junior or Senior standing.  
Supervised research in a business field of study. Open by request only to junior and senior business majors. Offered by special arrangement with the dean of the school of business. (Honors)
- 499 Special Topics (3).** Prereq: Min. of six hours in business administration or consent of dean of school of business.  
This course covers selected areas not studied extensively in other courses and may be repeated for different topics.

### **Child Advocacy Studies (CAS)**

A student may complete CAS 301, CAS 302, CAS 401 and CAS 402 to complete a Certificate in Child Advocacy Studies. To complete a minor in Child Advocacy the student must complete 15 hours consisting of the courses required for the certificate and any one of the remaining child advocacy courses.

- 301 Perspectives on Child Maltreatment & Child Advocacy (3).**  
This course is the introductory course for child advocacy studies. This course covers the history, legal framework, responses to child maltreatment, and other pertinent issues pertaining to child maltreatment and child advocacy, and the future. The field of child maltreatment is fraught with controversy. Much of the class focuses on these controversies.
- 302 Global Child Advocacy (3).**  
This course is to prepare students to recognize child advocacy issues around the world.
- 401 Professional and System Responses to Child Maltreatment (3).**



This course is the second course for the child advocacy studies and focuses on the responses of professionals to allegations of child maltreatment. The purpose of the course is to expand the student's knowledge and skills in identifying and investigating child maltreatment.

**402 Responding to the Survivor of Abuse (3).** Prereq: CAS-301, CAS-401.

This course is the third course for child advocacy studies. The purpose of this course is to prepare students to recognize the effects of child maltreatment and apply interventions strategies for children and their families. Multidisciplinary approaches to prevention and advocacy of child maltreatment survivors will be presented and discussed.

**403 Child Exploitation, Pornography, and the Internet (3).**

This course is designed to examine the predatory actions of offenders who engage in child abuse and exploitation. Included in this assessment is an understanding of the use of computers, the internet and emerging technologies by perpetrators to exploit children. Students will also gain an understanding of the criminal justice system to this phenomenon. The student will be able to gain an understanding and appreciation of the roles of law enforcement, forensics, courts, social workers, and health service providers in the detection, investigation, and prosecution of this specific form of child exploitation.

**405 Family Violence (3).** Prereq. CAS-301

This course introduces students to the roots of family violence, the political and cultural structures that perpetuate it, and explores how this violence might be brought to an end. Students will explore the local and global impact of violence, how gendered violence intersects with child abuse and neglect will be addressed.

**406 Capstone Experience (4).**

Site based experience (130 hours). Students can expect to spend 120 hours in site based experience with input into setting/population/geographic location. The remaining 10 hours would be devoted to developing a learning contract, negotiating and collaborating with preceptor, consultation with assigned faculty member, developing a service project and sharing your project and lived capstone experience with peers. Intense site based experience of student's choice designed to encapsulate the essence of baccalaureate professional role development in an internship experience. This synthesis course allows the student to expand their understanding of major concepts of child advocacy, experiential learning, and evidence based practice in a setting of their choice. A multidisciplinary approach will be emphasized as students focus on ethical decision making and cultural sensitivity with clients in a community location. Students work with preceptors in agencies and develop a project addressing a need within that agency.

## Chemistry (CHE)

Associate Professor Bishop; Chair

Assistant Professor Carlson

Assistant Professor Walker

Modern chemistry is an interdisciplinary subject with applications to medicine, industry, and technology. Known as the "central science," chemistry has either roots or application to every branch of science. This department emphasizes the fundamental principles of chemistry, biochemistry and chemical physics while developing experimental, analytical and problem solving skills. All of the courses in the Chemistry Department are grounded in a foundation of Christian ethics and stewardship for the development of sustainable modern communities.

A major in chemistry prepares the student for graduate studies, for industry, and for entry into the health professions. The mastery of analytical and problem-solving techniques also provides an excellent basis for a wide range of service, management, and leadership roles in society. Students will work hands-on with chemical instrumentation in our modern laboratories and may elect to increase the breadth and depth of their studies by choosing a concentration in either Biochemistry or Chemical Physics.

**Chemistry Major:** (1) 31-34 hours (16 of which must be earned at Belhaven University) to include 111-112, 113-114, 215, 216, 217, 218, 316, 317, 415 and 417 or CHE 416 and 418, CHE 421 and 423 or CHE 422 and 424, 2 hours total from 441 and/or 442, and 1-3 hours from the following: 351, 352, 413, 431, 432, 441, 442, 451 and 452. (2) MAT 207\*; (3) PHY 241-242, 243-244.

**Chemistry Major with a Concentration in Biochemistry:** (1) 36-38 hours (16 of which must be earned at Belhaven University) to include 111-112, 113-114, 215, 216, 217, 218, 316, 317, 415, 416, 417, 418, CHE 421 and 423 or CHE 422

and 424, 2 hours total from 441 and/or 442, and 2- 4 elective hours from the following: 351, 352, 413, 431, 432, 441, 442, 451 and 452. Elective topics must be in subjects related to biochemistry and/or medicinal chemistry. (2) MAT 207\*; (3) PHY 241-242, 243-244; (4) BIO 105-106, 107-108, BIO 375 and 377 or BIO 376 and 378. A minor in Biology is recommended but not required.

**Chemistry Major with a Concentration in Chemical Physics:** (1) 36-38 hours (16 of which must be earned at Belhaven University) to include 111-112, 113-114, 215, 216, 217, 218, 316, 317, 415, 416, 417, 418, 421, 422, 423, 424, 2 hours total from 441 and/or 442, and 2- 4 elective hours from the following: 351, 352, 431, 432, 441, 442, 451 and 452. Elective topics must be in subjects related to chemical physics. (2) MAT 207\* and 208. A minor in Mathematics is recommended but not required; (3) PHY 241-242, 243-244.

\*Note: MAT 207 will fulfill the Math requirement in the General Education requirements.

All Chemistry majors will be required to take the American Chemical Society standardized tests in General Chemistry and Organic Chemistry areas during their graduating semester at a time to be determined by the departmental chairman. Students electing for concentrations in Biochemistry or Chemical Physics (see below) will take an additional test in their subject area.

Those students who desire to attend a graduate school in chemistry should plan to take 36-38 hours of chemistry as well as additional courses in biology, physics, and mathematics depending upon the chosen area of specialization.

**Chemistry Minor:** 20 hours to include 111-112, 113-114, and 211-212, and one additional 4 hour laboratory course chosen from CHE 316 and 317, 421 and 423, 422 and 424, 413, 415 and 417, or 416 and 418. 12 hours must be earned at Belhaven University. Students majoring in sciences other than Chemistry requiring some combination of 111-112, 113-114, and 211-212 as part of their degree may be required to take additional coursework for the minor.

**111-112 General Chemistry (3-3).**

A two-semester sequence that includes a study of topics such as stoichiometry, atomic and molecular structure, chemical bonding, the states of matter, phase equilibria, kinetics, thermodynamics, ionic equilibria, and electrochemistry. (Lecture 3) (*111, Fall only; 112, Spring only*)

**113-114 General Chemistry Laboratory (1-1).** Prereq. or Coreq.: CHE 111-112.

A two-semester sequence emphasizing fundamental chemical operations and the study of a selection of exercises demonstrating those principles discussed in CHE 111-112. The second semester includes a study of qualitative analysis. (Lab 3) (*113, Fall only; 114, Spring only*)

**215, 217 Organic Chemistry I and Lab (3+1).** (formerly CHE 211) Prereq: CHE 111-112, 113-114.

A two-semester sequence that is a study of compounds of carbon including the functional groups, their nomenclature, synthesis, chemical reactivity, reaction mechanisms, stereochemistry, spectroscopy, and methods of structure determination. (Lecture & Lab 4) (*Fall only*)

**216, 218 Organic Chemistry II and Lab (3+1).** (formerly CHE 212) Prereq: CHE 111-112, 113-114.

A two-semester sequence that is a study of compounds of carbon including the functional groups, their nomenclature, synthesis, chemical reactivity, reaction mechanisms, stereochemistry, spectroscopy, and methods of structure determination. (Lecture & Lab 4) (*Spring only*)

**316, 317 Quantitative Chemical Analysis and Lab (3+1).** Prereq: CHE 111-112, 113-114.

A study of the quantitative aspects of analytical chemistry and biochemistry including acid-base, solubility, oxidation-reduction, and complexation equilibria with emphasis in chemical titrimetric, gravimetric analysis, potentiometric analysis. Students are introduced to instrumental analysis and chemical separations. Statistical methods of data analysis are also covered. This is a laboratory intensive course. (*Lecture 2, Lab 2*)

**351-352 Chemical Research (1-2).** Prereq: Instructor Approval.

A guided but independent exploration of a research topic decided on by the instructor and the student together. Students will explore the chemical literature and conduct original research on an approved project on and/or off campus. Students will be expected to present results of their work as a seminar to a group of faculty and students. This course may be repeated. (*offered as needed*).

**415, 417 Biochemistry I: Biomolecules and Lab (3+1).** (formerly CHE 411) Prereq: CHE 111-112, 113-114, 211-212.



An introductory course in biochemistry focused on the structures and reactions of biomolecules and biopolymers including; proteins, nucleic acids, carbohydrates, lipids, hormones and vitamins. The function, thermodynamics, kinetics, mechanism, and regulation of enzymes, structural proteins, and transport proteins are covered in detail as is an introduction to basic glucose metabolism as a model biochemical pathway. The laboratory covers methods in the preparation of biological buffers, biomolecular concentration determination, protein and nucleic acid purification, enzyme kinetics, molecular modeling, bioinformatics, protein stability, and equilibrium binding. (Lecture 3 and lab 1) (*Fall*).

- 416, 418 Biochemistry II: Metabolism and Lab (3+1).** (formerly CHE 412) Prereq: CHE 111-112, 113-114, 211-212. An introductory course in biochemistry focused on catabolic and anabolic reaction pathways utilized in prokaryotes and eukaryotes. Topics include the process, regulation and integration of glycolysis, gluconeogenesis, the citric acid cycle, oxidative phosphorylation as well as selected topics in the metabolism of amino acids, lipids, and nucleotides. The structures of biological molecules are introduced. The laboratory emphasizes methods in organismal and cellular biochemistry, clinical correlations, biological and chemical informatics, and computer-based modeling of biological pathways. (Lecture 3 and lab 11) (*Spring*).
- 413 Medicinal Chemistry and Pharmacology (3).** Prereq: CHE 111-112, 113-114, 211. An advanced course focused on the molecular and biochemical foundations of drug action. Special interest is placed on introducing students to single and multi-dimensional quantitative structure activity relationships (QSAR), computational analysis, bioassays, and the mechanisms of action of specific classes of drugs and natural products. Students are also introduced to the concepts of absorption, distribution, metabolism, and elimination of drugs as well as pharmacokinetics and pharmacodynamics. (Lecture only) (*Spring*).
- 421, 423 Physical Chemistry: Chemical Thermodynamics & Kinetics and Lab (3+1).** Prereq: CHE 316 & 317 (may be taken concurrently), CHE 215 & 217, PHY 241-242, PHY 243-244 (may be taken concurrently) and MAT 207. A course exploring the theoretical and experimental principles of gases, liquids and solids, solutions, reaction kinetics, chemical equilibria, phase rule, and catalysis. In the laboratory, students will explore chemical thermodynamics, reaction kinetics, bulk properties of solutions, and selected topics in molecular modeling and data analysis. (Lecture & Lab 4). (*Spring, odd years*)
- 422, 424 Physical Chemistry: Quantum Mechanics & Spectroscopy and Lab 3+1).** Prereq: CHE 316 and 317 (may be taken concurrently), CHE 215 and 217, PHY 241-242, PHY 243-244 (may be taken concurrently) and MAT 207. A course exploring the development of the quantum mechanical view of atomic and molecular structure, spectroscopy, electrochemistry and radiochemistry. The laboratory includes topics related to exploring the application of quantum theory to modern spectroscopic and computational methods. (Lecture & Lab 4). (*Spring, even years*).
- 431-432 Special Problems in Chemistry (1 or 2, 1 or 2).** Prereq: Advanced standing in chemistry and consent of the instructor. A course designed for individual advanced students that involves a combination of independent library-and internet research, lectures, and laboratory investigations of a topic or topics of current interest. (offered as needed)
- 441-442 Chemistry Seminar (1-1).** Prereq: Senior standing. The senior chemistry major will research a topic of assigned or particular interest and present it before a group of peers. Emphasis is placed on the primary chemical literature and how to successfully present. (441, Fall only and 442, spring only)
- 444 Chemical Instrumental Analysis (3).** Prereq: CHE 111-112, 113-114. Theory and application of modern instrumental methods to chemical and biochemical analysis. (*Fall, odd years*)
- 451-452 Advanced Topics in Chemistry (3,3).** Prereq: Advanced Standing in Chemistry or Instructor Approval. A study of current topics taken from the areas including but not limited to: environmental, medicinal, clinical, theoretical, polymer, education, instrumental, or biological chemistry. This course may be renamed to reflect the nature of the course being offering in a given semester. (Lecture 3) (*offered as needed*).

## Classical Education Studies (CES)

Professor Ford, Dean of Worldview Studies

The Classical College prepares students to serve in classical schools as teachers or administrators. The student continues their rich classical school experience by deepening their understanding of the implications of biblical truth in forming and expressing that truth a coherent worldview. Though the *Trivium* is not exactly replicable on a college level, this program does emphasize biblical foundations, the goal for accurate understanding, interpreting and expressing biblical truth in a rhetorically successful way, and a commitment to the personal Lordship of Christ in one's life and in the world of ideas.

### **Requirements for a Classical Education Studies Major at Belhaven**

In addition to the complete Worldview Curriculum or transfer curriculum in the general education requirements, majors will complete the following courses: ENG 473, plus 3 credits of other 300-400 level English; 6 credits of 300-400 level HIS course; PHI 225, 227, 275, 321, 322, 337; 6 credits of 300-400 level ART or MUS courses, and HUM 402 Capstone. In addition, GRE 101 and 102 will be offered.

### **Requirements for a Classical Education Studies Minor at Belhaven**

This minor would be offered in coordination with a Major in the Arts (Liberal or Fine Arts). The requirement would be **18 hours** – with 12 hours in PHI 225 Logic, PHI 227 Ethics, PHI 321 History of Ancient Philosophy, PHI 337 Epistemology and two 300-400 level courses from MUS, ENG, HIS or ART in an area other than the declared major. Greek I and II are also recommended.

## **Communication (COM)**

Assistant Professor Moak, Chair

The Department of Communication seeks to prepare students for a career in Public Relations, with emphasis areas in Sports Communications and Marketing Communications. Public Relations is one of the fastest-growing fields, and is expected to grow significantly during the next decade. Public Relations professionals work within all types of organizations, agencies and business to help create and maintain mutually-beneficial relationships with the public. Typically, Public Relations careers require skills in oral and written communication; understanding of the mass media; ability to understand audiences; knowledge of strategic and crisis planning, and other skills. Students majoring in Public Relations will meet professionals in the classroom, as well as the workplace. Non-majors will benefit by acquiring and honing communications skills crucial for the workplace in nearly any field.

There are three options for Public Relations majors: The Basic Public Relations track allows students advanced opportunities to develop their readiness for the Public Relations workplace. Students interested in the Sports Communication emphasis will receive a basic framework of Public Relations knowledge, with additional classes focusing on understanding work in various sports organizations and environments. Students interested in the Marketing Communications emphasis would major in Public Relations, with an emphasis in Marketing Communications. The fields of Marketing and Public Relations, while fundamentally different from each other, require some of the same skills and knowledge areas from the other. Students in this emphasis area would take marketing and business courses to help prepare them for their careers. All students are expected to complete a Public Relations internship.

The Public Relations major requires 45 semester hours. Students may choose from three options:

### **Basic Track**

Core Courses: COM 201, 210, 250, 300, 309, 310, 320, 340, 350, 370, 418, 440 and 450. The basic track also requires two electives, which must be chosen from among these four: COM 420, BUS 320, GDS 110, and GDS 200.

### **Sports Communication Emphasis**

Core Courses: COM 201, 210, 250, 300, 309, 310, 320, 340, 370, 440, 450 and SAM 270, 302, 306, and 435.

### **Marketing Emphasis**

Core Courses: COM 201, 210, 250, 300, 309, 310, 320, 340, 370, 440, 450 and BUS 307, 320, 403 and 407.

Please note that COM 450 is internship and is a requirement for the major. Every job in communication requires experience, and the best way to gain that real-world experience is through the internship. In order to be approved by the University to do an internship, the communication student must have an overall GPA of 2.75. *(If a 2.75 overall GPA is not obtained by final semester, three hours of relevant coursework will be chosen by the department chair for substitution).*

The **Public Relations minor** requires a total of 18 semester hours to include COM 201, 210, 300, 309, 440, and 450 or 480.

**Honors Program:** The communication department offers opportunities for students to enroll in honors courses from its department. The following are courses that may be taken as honors courses: COM 201, 210, 300, 309 and 440. For students majoring in this department, one must pass a minimum of nine hours of honors courses within the discipline and a minimum of nine hours from the honors courses of other departments. Each course must be passed with a B or better. No more than 18 hours are required for the honors degree. For other honors program policies, see “Honors Program” found in the “Administration of the Curriculum” section of this catalogue.

**201 Introduction to Mass Communication (3).**

This course discusses the historical and philosophical development of mass communications, and discusses in depth the development of major types of media, as well as the economic and sociocultural impacts of the media on society. *(Fall and spring)*

**210 News Writing and Reporting (3).**

Students will learn the basics of collecting, writing and producing news content, including Associated Press (AP) Style. *(Fall only)*

**250 Public Speaking and Presentations (3). (Formerly SPC102).**

This course will help familiarize students with the experience of public speaking, preparing and delivering business presentations, and participating in media interviews. *(Fall and spring)*

**300 Ethics in Mass Communication (3).**

A study of the ethical, moral, and Christian values that journalists should possess as members of the working press. An exploration of the standards that the general press should follow when dealing with the lives of public and private individuals. *(Spring only)*

**309 Introduction to Public Relations (3). Prerequisites COM 201.**

Designed to introduce and develop a broad understanding of public relations as a communication profession. Topics covered include public relations in both public and private enterprises; basics of planning and implementing a public relations communication campaign; techniques for communicating with various public; and the laws and ethics governing the practice of public relations. *(Fall only)*

**310 Persuasion (3).**

A study of theories, strategies, and applications relating to persuasion. Students examine rhetorical address, advertising, public relations, interpersonal communication, and political communication. Topics include language, ethics, audience-analysis, imagery, culture, reasoning, credibility, and motivation. *(Fall only)*

**320 Public Relations Writing and Production (3). Prerequisites COM 201, 309.**

This course will teach the fundamentals of how to write for Public Relations, and understanding how to create copy and collateral materials for Public Relations professionals using both traditional and digital media. *(Spring only)*

**340 Understanding Audiences (3). Prerequisites COM 201, 309.**

Students will learn how to assess, understand and communicate with various audiences, and conduct research to determine attitudes and motivations of audiences. Students will also be introduced to the concept of evaluating public relations activities and campaigns. *(Spring only)*

**350 Organizational Communications (3). Prerequisites COM 201, 210, 309.**

An examination of organizations from a communication perspective. The nature of organizational communication competencies is learned and subsequently practiced thus developing effective communication skills. Topics may include communication networks and climates, superior-subordinate relationships, computer-mediated communication, organizational identification, communication audits, group and team communication, interviewing, meetings, and presentations. *(Spring Only)*.

**370 Social Media Theory and Communication Strategies (3).**

Students will examine the landscape of social media, and learn strategies for creating content, crafting messages across multiple platforms and learning how to integrate social media into their public relations work. *(Fall Only)*

- 418 Public Relations Campaigns (3).** Prerequisites COM 201, 309, 320, and 340.  
This course helps develop and refine the student's ability to select, create and apply tools, techniques and principles of public relations to a variety of managerial cases and problem situations. Use of real-life cases studies, tracking of current public relations issues, and creation of a full-scale public relations plan for an actual "client" are planned. This course is for students who have mastered most or all of the skills courses and can apply their knowledge base to a real-life public relations problem. Students will utilize the principles and techniques of public relations to analyze case studies, track current public relations issues, and create public relations campaigns. This course serves as a Capstone Course for Public Relations Majors on the Basic Track.
- 420 Feature Writing (3).** Prerequisites COM 201, 210.  
This course requires substantial research. Reporting of issues concerning public affairs, concepts, and critical issues of today. (*Fall only*)
- 440 Mass Communication Law (3).** Prerequisites COM 201, 210, 300.  
A study of the laws governing print and electronic journalism; legal codes dealing with slander, libel, and rights to privacy; current FCC rulings as well as the examination of historical cases that have set a precedence in media law. (*Fall only*)
- 450 Internship in Mass Communication (3).** Prerequisites: Junior or senior status, 2.75 GPA, all core and appropriate concentration courses plus consent of the department chair.  
Open in each concentration on the basis of written application submitted one semester in advance by senior students. All applications are forwarded to the department chair. Refer to "Student Intern Programs and Practicums" for further requirements. (*Fall and spring*)
- 470 Sports Video Production Team (1).**  
Students wishing to gain experience in producing sports events will be given the opportunity to earn one hour of credit by working in the Belhaven stadium press box during Belhaven football and soccer games. Students will gain a variety of experiences and learn skills such as operation of press box and sideline cameras, producing content for the video board, working with play-by-play personnel, pushing content to the web, and a variety of other jobs. This credit may be repeated up to three times. (*Fall only*)
- 480 Selected Topics in Mass Communication (3-6).** Prerequisites: Enrollment requires the consent of the department head, who will contact the agency allowing the student to complete a practicum. Students will be requested to complete a major project that will assist the student in adding real-world experience to their résumé. This course is an acceptable substitute for COM 450 for students. (*Fall and spring*)

## Computer Science (CSC)

Assistant Professor O'Gwynn, Chair

The requirements for a B.S. in Computer Science with General Computer Science concentration are: CSC 111, 112, 121, 122, 211, 212, 221, 222, 441, 442, 8 hours of 300-level CSC courses, 6 hours of 400-level CSC courses, and either MAT 200 or MAT 305.

The requirements for a B.S. in Computer Science with Software Development concentration are: CSC 111, 112, 121, 122, 211, 212, 221, 222, 311, 312, 321, 322, 411, 441, 442, 3 hours from CSC 404, 414 or 421, CSC 441 and 442, and MAT 207, MAT 303 and either MAT 200 or MAT 305.

- 111 Programming Fundamentals (3).**  
Fundamental concepts of programming. Syntax and semantics of the Python programming language. Built-in data types, flow control, functions, and I/O. Training the brain to think like a computer scientist to aid in using computers to solve problems in all disciplines: science, mathematics, business, entertainment, etc. (*Fall only*)
- 112 Programming Fundamentals Lab (1).** Co-requisites: CSC111 or instructor consent.

Will explore more advanced topics like unit-testing, networked services, object orientation, image/audio manipulation, and information visualization. *(Fall only)*

- 121 Interactive Programming (3).**  
Application of fundamental programming concepts in a 3D graphical programming environment, Alice 3D ([www.alice.org](http://www.alice.org)), with a focus on interactivity, simple animation, and game-play. Project planning and storyboarding. Hands-on approach with instruction interleaved with programming exercises. *(Spring only)*
- 122 Interactive Programming Lab (1).** Co-requisites: CSC121 or instructor consent.  
Intensive laboratory for CS majors/minors. Will experiment with advanced interaction and animation techniques. *(Spring only)*
- 211 Application Design (3).** Prerequisites: MAT 101 and CSC111 or CSC121 or instructor consent.  
Integrate previously-learned programming concepts into complete problem- and user-focused applications. Introduction of software lifecycle concepts. Advanced programming techniques such as recursion, user interfaces, design patterns, parallelism, and networking. *(Fall only)*
- 212 Application Design Lab (1).** Prerequisites: CSC111/112 or CSC121/122 or instructor consent. Co-requisites: CSC211 or instructor consent. *(Fall only)*
- 221 Effective Programming (3).** Prerequisites: MAT 101 and CSC111 or CSC121 or instructor consent.  
How to live and work effectively developing on different environments: Linux, Mac OSX and Windows. Explore quality of life improvements for programmers: IDEs, text editors, OS shells. BASH shell concepts and hacks: filters, I/O redirection, environment, process management, runtime architecture. Introduction to enterprise and cloud architectures. *(Spring only)*
- 222 Effective Programming Lab (1).** Prerequisites: CSC111/112 or CSC121/122 or instructor consent. Co-requisites: CSC221 or instructor consent. *(Spring only)*
- 311 Data Science (3).** Prerequisites: MAT101 or instructor consent.  
Application of basic probability and statistics to problems requiring computation. Focus on using industry-standard open-source packages like pandas ([pandas.pydata.org](http://pandas.pydata.org)) to perform statistical analysis and modeling on real data sets. *(Fall, odd years only)*
- 312 Applied Data Science Laboratory (1).** Prerequisites: MAT101 or instructor consent. Co-requisites: CSC311 or instructor consent.  
Will explore more advanced topics like information visualization, social network analysis and will explore solutions and approaches to real-world problems requiring data analysis. *(Fall, odd years only)*
- 321 Network Management (3).** Prerequisites: CSC221 or instructor consent.  
What is the internet, how was it built, and what is the underlying network stack? Topics discussed: routers, firewalls, IP addresses and datagram formats, static and dynamic routing algorithms, control messages, UDP and TCP, file transfer protocols, email and the web. *(Fall, even years only)*
- 322 Networking Laboratory (1).** Prerequisites: CSC221/222 or instructor consent. Co-requisites: CSC321 or instructor consent.  
Intensive laboratory for experimenting with modern networking architectures and technologies. *(Fall, even years only)*
- 351 Computer Science Research and Development (1).** Prerequisites: instructor consent.  
Special research and development assignments for computer science majors. This course can be taken multiple times.
- 401 Programming Languages (3).** Prerequisites: CSC211/212 and CSC221/222 and MAT303 or instructor consent.  
Formal syntax and semantics; compilers and interpreters; virtual machines; representation of data types; sequence and data control; type checking; run-time storage management; functional, logic, and object-oriented programming paradigms; concurrency and multi-threading. Study major programming paradigms, their realization in programming languages, and their impact on application design and implementation. *(Fall, even years only)*



- 404 Cyber Security (3).** Prerequisites: CSC211/212 and CSC221/222 and MAT303 or instructor consent. Offered: Conventional (symmetric and public-key cryptography). Message encryption and authentication. Secure communication between computers in a hostile environment, including E-mail (PGP), virtual private networks (IPSec), remote access (SSH), and E-commerce (SSL). Firewalls. Learn about threats including phishing and keylogging and how to mitigate. Importance of shared situational awareness. *(Fall, even years only)*
- 411 Software Architecture (3).** Prerequisites: CSC211/212 and CSC221/222 and MAT303 or instructor consent. Design and implementation of large-scale software systems, software development life cycle, software requirements and specifications, software design patterns and implementation, verification and validation, project management and team-oriented software development. *(Spring, even years only)*
- 414 Game Design (3).** Prerequisites: CSC211/212 and CSC221/222 and MAT303 or instructor consent. Offered: Fall odd. Explore the what and how of designing and building interactive entertainment. Learn about various gaming environments, engines, styles, tropes and gameplay conceits. *(Fall only)*
- 415 Game Design Studio (1).** Corequisites: CSC414 or instructor consent. Develop and workshop tools, skills and techniques. Integrate gameplay, character design/animation and application engineering into a playable product. *(Fall, odd years only)*
- 421 Operating Systems (3).** Prerequisites: CSC211/212 and CSC221/222 and MAT303 or instructor consent. Introduction to operating systems. Looks at the internal design and operation of a modern operating system. Topics include interrupt handling, process scheduling, memory management, virtual memory, demand paging, file space allocation, file and directory management, file/user security and file access methods. *(Spring, odd years only)*
- 441 Topics in Computer Science (1).** Prerequisites: Senior standing or instructor consent. A study of current topics taken from the areas including but not limited to: cyber security, graphics, high-performance computing, human-computer interaction, software engineering, artificial intelligence and machine learning. The senior computer science major will research a topic of assigned or particular interest and present it before a group of peers. *(Fall only)*
- 442 Computer Science Project (1).** Prerequisites: Senior standing or instructor consent. Given a research topic of interest, the senior computer science major will create an application that applies this topic to a significant real-world problem. *(Spring only)*
- 431 Independent Studies in Computer Science (1–3).** Prerequisites: Junior standing or instructor consent.

## Council Studies (COS)

Belhaven is a member of the Council for Christian Colleges and Universities, an association of more than 90 private Christian liberal arts colleges and universities. Consequently, a number of off-campus learning opportunities exist. These include an American studies program in Washington, D.C.; a China studies program; a Latin American studies program in Costa Rica; the Los Angeles Film Studies Center; a Russian studies program; a Middle East studies program in Cairo, Egypt; and a summer study program at the University of Oxford, England.

**American Studies Internships/Seminars:** <http://asp.bestsemester.com/overview.asp>

**China Studies Program:** <http://csp.bestsemester.com/overview.asp>

**Contemporary Music Center Program-Core/Artist/Executive Tracks:** <http://cmc.bestsemester.com/overview.asp>

**Latin American Studies Program:** <http://lasp.bestsemester.com/overview.asp>

**Middle East Studies Program:** <http://mesp.bestsemester.com/overview.asp>

**Los Angeles Film Studies Center:** <http://lafsc.bestsemester.com/overview.asp>

**Oxford Summer Programme in England:** <http://osp.bestsemester.com/overview.asp>

**Russian Studies Program:** <http://rsp.bestsemester.com/overview.asp>

**Scholar's Semester in Oxford:** <http://sso.bestsemester.com/overview.asp>

**Washington Journalism Center:** <http://wjc.bestsemester.com/overview.asp>

## Creative Writing (CWR)

Professor R. Smith, Chair

The mission of the creative writing department at Belhaven University is to train student writers to examine the world from a biblical perspective and to engage the world for Christ through their gifts for writing. In the program, students learn to cultivate the writing life as a high calling and to use writing as a tool for unraveling the mysteries of creation and human experience. Overall, the department imparts a biblical understanding of creativity in general and creative writing in particular, focusing on God's gift of language to humans as one means of subduing creation and, thus, fulfilling the "cultural mandate" found in Genesis 1:28.

Practically speaking, the program seeks—through a variety of activities such as writing workshops, literature courses, applied experiences, and internship opportunities—to produce disciplined wordsmiths who write clearly, concisely, correctly, and creatively.

Graduates of the program will be qualified to pursue graduate study and careers in many fields. Current alumni are young-adult novelists, university press editors, middle- and high-school teachers, independent booksellers, public relations consultants, graphic designers, filmmakers, teachers of English as a second language, art administrators, advertising copywriters, small-business owners, and even occupational therapists and public health experts. Most importantly, graduates will be writers who are equipped both to look at and speak to the world from a biblical perspective.

The creative writing department offers a Bachelor of Fine Arts (BFA) and a minor in creative writing.

The BFA in creative writing includes the following requirements (55 hours):

- CWR 132 and 133
- CWR 199 (4 semesters)
- CWR 211
- CWR 324 or 325
- CWR 304, 305, 306, 307, 482, or THE 210 (9 hours)
- CWR 480
- CWR 481
- CWR 495
- CWR Elective (3 hours of 300- or 400-level writing workshops or literature courses)
- ENG 302
- ENG Electives (9 hours of 300- or 400-level literature courses)
- Applied Electives (6 hours from any of the following departments: Arts Administration, Communications, Graphic Design, Film, or Teaching English as a Second Language)

Creative writing majors may take CWR 482: Special Topics Writing Workshop up to two times if the topics for each workshop are different.

Creative writing majors must complete 6 hours of cross-cultural studies through one of the following options:

- 6 hours of foreign language through the beginning level (102)
- 6 hours of international studies, including courses such as BIB 210, BIB 360, BIB 408, BIB 411, BIB 445, BUS 336, BUS 373, BUS 420, IST 202, IST 300, IST 305, IST 403, ELT 303, PSC 311, and SOC 220
- 6 hours of courses taken outside the United States as part of a study-abroad program

The minor in creative writing includes the following requirements (21 hours):

- CWR 199 (4 semesters)
- CWR 211
- CWR 304, 305, 306, 307, 482, or THE 210 (9 hours)
- CWR 481
- ENG 302
- PHI 275

**Creative Writing Honors Program:** The following courses in the major may be taken as honors courses: CWR 211, CWR 304, CWR 305, CWR 306, CWR 307, CWR 324, CWR 325, CWR 482, THE 210, THE 410, and THE 412.

For honors designation, the BFA student in Creative Writing must complete 18 hours of honors courses in the major:

- 12 hours from CWR 211, CWR 304, CWR 305, CWR 306, CWR 307, CWR 324, CWR 325, CWR 482, THE 210, THE 410, or THE 412
- 3 hours from ENG 302 or PHI 275
- 3 hours from applied electives in Arts Administration, Communications, Graphic Design, Film, or Teaching English as a Second Language

Enrollment in the creative writing major or minor requires an ACT score of 22 or higher in reading and English. Further, all applicants must submit a portfolio of at least twelve to fifteen pages of creative writing to the department chair for evaluation. Thus, all admits to the program are juried. Students who do not initially meet the department's entrance requirements may be admitted provisionally. The performance of provisionally admitted students will be reviewed after two semesters, resulting in one of the following outcomes: cleared for continuation in the program without provisional status, cleared for continuation with provisional status and further review after one year, not cleared for continuation.

All majors and minors in the writing program will submit a portfolio during their sophomore year for evaluation by creative writing faculty. Based on the quality of this portfolio, students will be cleared for continuation in the writing program or counseled concerning other major or minor options.

For graduation, each creative writing major and minor must produce a senior thesis (a substantial creative work in one of the following genres: fiction, nonfiction, poetry, or scriptwriting) and successfully defend that work before a faculty panel. A public reading of the thesis is also required. In addition, each senior must write and defend a research paper (1) explaining his or her philosophy of aesthetics and composition and (2) linking their aesthetic philosophy to important developments in the history of both traditional and biblical aesthetics.

Creative writing majors also will gain hands-on, career experience through 120 hours of internship field placement and completion of CWR 495: Mission and Calling for Writers.

By graduation, creative writing students should demonstrate the following skills and abilities:

1. Well-developed creative and critical-thinking skills.
2. A broad understanding of creative writing in relation to historical and cultural contexts, especially the biblical worldview and the development of Western civilization and literature.
3. A mastery of various literary forms and styles in genres as diverse poetry, fiction, creative nonfiction, and scriptwriting.
4. The ability to give and receive constructive feedback on writing.
5. A mastery of the tools of all good writing: grammar, punctuation, mechanics, spelling, syntax, diction, focus, organization, development, and style.
6. A deep appreciation of the ways in which creative activities such as writing allow humans to uncover the wonders of a world charged with meaning and the brokenness of a world marred by sin and suffering.

**132 Principles of Editing (2).** Prereq: CWR 211 or Instructor's permission.

An introductory course designed to teach the fundamentals of developmental editing, manuscript and copy editing, and proofreading. Typically, the current *Chicago Manual of Style (CMS)* will be the text for the course. Students will be graded on their mastery of the *CMS*, their ability to apply *CMS* standards in editorial tasks, and their completion of various editing projects. Limited to 20 students. (*Fall only*)

**133 Procedures in Publishing (2).** Prereq: CWR 211 or Instructor's permission.

Designed to teach the fundamentals of book history, printing methods, publication design, book production, and book distribution. For instruction, the class will rely on various textbooks and documentary videos covering the history of written communication, printing, and bookmaking. Students will be graded on their mastery of knowledge regarding book history and on completion of bookmaking projects, including illuminated manuscripts, manual typeset manuscripts, and binding techniques. Limited to 20 students. (*Spring only*)

**199 Creative Writing Colloquy (0).** Limited to creative writing majors and minors. Prereq: CWR 211.



Informal weekly meeting for the purpose of discussing student works-in-progress. Participants will bring drafts of current works and discuss them under the direction of a creative writing instructor. Four semesters required for creative writing majors and minors. Grade limited to Pass/Fail. Workshop format. Limited to 7 students. *(Fall and spring)*

**211 Introduction to Creative Writing (3).**

Designed for students interested in learning and practicing the craft of creative writing, including writing poetry, fiction, and creative nonfiction. Includes discussion of (1) the biblical foundations for creative expression through words and (2) the Christian writer's responsibility to art, society, self, and God. Students will be graded on completion of a creative writing portfolio and on knowledge of the basic terms, methods, and aesthetic concepts of creative writing. Workshop format. Limited to 15 students. *(Fall only)*

**304 Advanced Poetry Writing (3).** Prereq: CWR 211.

Designed for students interested in practicing advanced techniques of writing poetry in both traditional and open forms. Covers topics including line, form, meter, sound, image, and figurative language. Requires students to submit poems for publication and complete a portfolio of poems. Workshop format. Limited to 15 students. *(Spring only)*

**305 Advanced Short Fiction Writing (3).** Prereq: CWR 211.

Designed for students interested in practicing advanced techniques of writing short fiction. Covers topics including point of view, character, setting, plot, dialogue, and voice. Requires students to submit stories for publication and to complete a portfolio of short fiction. Workshop format. Limited to 15 students. *(Spring only, even years)*

**306 Advanced Nonfiction Writing (3).** Prereq: CWR 211.

Designed for students interested in practicing advanced techniques of writing nonfiction essays, including subgenres such as memoir, personal narrative, literary journalism, nature writing, travel essays, spiritual narratives, and humorous essays. Requires students to submit essays for publication and to complete a portfolio of creative nonfiction. Workshop format. Limited to 15 students. *(Fall only)*

**307 Advanced Long Fiction Writing (3).** Prereq: CWR 211.

Designed for students interested in practicing advanced techniques of writing long fiction such as the novella or novel. Covers topics including point of view, character, setting, plot, dialogue, and voice. Requires students to complete a sustained work of long fiction by the end of the semester. Workshop format. Limited to 15 students. *(Spring only, odd years)*

**324 Forms and Themes in Poetry (3).**

A blended literature and writing course (with emphasis on literature) specifically designed for creative writing students. Examines various traditional and nontraditional poetic forms and themes in western and non-western literature. Seeks, through example and analysis, to understand what poetry is, how it has functioned in cultures, and what forms it has taken historically. Examines poetic forms such as epics, lyrics, haiku, narrative poems, sonnets, hymns, ballads, odes, palindromes, pantoums, sestinas, ghazals, and villanelles. Limited to 20 students. *(Spring only, odd years)*

**325 Forms and Themes in Prose (3).**

A blended literature and writing course (with emphasis on literature) specifically designed for creative writing students. Examines various traditional and nontraditional narrative forms and themes in western and non-western literature. Seeks, through example and analysis, to understand what narratives are, how they function in culture, and what forms narrative has taken historically. Examines narrative genres including myth, folktale, quest narratives, fairy tales, fables, and hero journeys. Limited to 20 students. *(Spring only, even years)*

**480 Research for Writers (3)** Limited to creative writing majors & minors. Prereq: CWR 211, and two 300-level creative writing workshops.

Designed for creative writing students who are beginning research for their senior capstone projects. The course will cover various kinds of bibliographical and writing research methods, including the following: library and archival research, online and digital searches, personal interviews and collection of field narratives, detailed observation of natural and man-made surroundings, travel to and observation of particular settings, documentary and film viewing, museum visits, etc. Each student will produce a research portfolio applying research methodologies. Limited to 15 students. *(Fall only)*

**481 Capstone Workshop in Creative Writing (3).** Prereq: Senior standing, CWR 211, and two 300-level creative writing workshops.

Designed for students completing senior projects for graduation. Students declare individual projects in one area of creative writing (e.g. a collection of poems, short stories, or essays; a long prose work or script) at the beginning of the semester, then

complete the project under the direction of the instructor. Each student must defend his or her creative work and philosophy of aesthetics paper before a faculty committee. Workshop format. Limited to 15 students. (*Spring only*)

**482 Special Topics Writing Workshop (3).** Prereq: CWR 211.

Designed for students who want to write in specific genres not regularly scheduled for workshops in the creative writing program. These genres could include the following: children's books, young-adult novels, fantasy fiction, long poems or poem sequences, blogs, and writing for social media. Each time the workshop is offered, it will focus on a particular genre. At times, the course may be taught by a visiting writer. Requires students to complete a portfolio of genre-specific work. Creative writing majors may take CWR 482 up to two times, as long as the topic is different each time. Workshop format. Limited to 15 students. (*Fall only*)

**495 Mission and Calling for Writers (3).** Prereq: Completion of 120 hours of internship field placement, evaluation by field supervisor, and junior standing.

Supervised internships in fields where students have opportunities to use their writing skills. Internships may be completed in potential career areas such as the following: printing houses, presses and publishers, magazines and newspapers, nonprofits and government agencies, public relations, and missions organizations. Internships may be completed locally or out of state. All internships require prior approval of the Director of Creative Writing. Students will produce at least 25 pages of work product associated with the field experience. Typical texts for the academic portion of the internship include *What Color Is Your Parachute?* and *Do What You Are*. Students also will complete a Myers–Briggs Type Indicator (MBTI), Career Key Inventory, and a mission-and-calling portfolio that includes reflective essays and resumes. Limited to 15 students. (*Fall only*)

## Criminal Justice (CJU)

**320 Introduction to Criminal Justice (3).**

A survey of the philosophies, functions, and methods of social control, with emphasis on law enforcement and those involved in its administration – police, courts, and corrections organizations. This course includes the study of the history, organization, processes, and problems related to criminal justice in the American heterogeneous, democratic society of the 21st century.

**360 Corrections (3).**

This course explores the historical and contemporary correctional process from conviction to institutionalization.

**380 Juvenile Delinquency (3).**

This course explores the nature and extent of juvenile delinquency as well as the adjudication process in the juvenile justice system.

**407 Criminology (3).**

This course provides an overview of criminology in America: criminology concepts, theories of crime causation: rational choice, trait theory, social structure theory, social process theory, developmental theory, and biblical theory; and crime typologies: violent crime, terrorism, political crime, property crime (white collar, blue-collar, green collar), public order crime, cybercrime, technology, and transnational crime.

**412 Police Organizations (3).**

An overview of policing in America, the organization and operations of police agencies, their history and evolution, the personality and role of the individual police officer. This course also addresses critical issues in policing, such as technology and criminalistics, as well as the increased threat of terrorism in America and policing responses to these new challenges.

**419 Justice and Society (3).** Capstone

This course focuses on the relationships between law and other social institutions, and examines the values and interests that are expressed in law and shaped by legal structures and processes. Consensus and conflict perspectives of the law are compared and contrasted, and applied to understanding the law's impact on everyday life. This course takes an explicit interdisciplinary approach to understanding law.

## Dance (DAN)

Associate Professor Bower, Chair

Associate Professor Morton  
 Associate Professor E. Rockwell  
 Associate Professor Tucker Wagnon  
 Associate Professor Wright  
 Specialty Instructor O. Rockwell  
 Specialty Instructor Sweatt  
 Specialty Instructor Whitehead

The mission of the dance department is to prepare students spiritually, technically, academically, and artistically to move into the world of dance and affiliated careers in adherence with the mission of the University. This degree program provides a Bachelor of Arts in dance, a Bachelor of Fine Arts in dance, and a minor in dance. These tracks enable students to develop their God-given talents in dance as well as its allied fields and to understand dance from a biblical perspective. Students receive a broad liberal arts and dance education as preparation for graduate school, modalities for ministry, and careers in dance performance, dance education, and allied fields in dance. Belhaven University is accredited by the National Association of Schools of Dance (NASD)

**Bachelor of Arts in Dance: Meeting a minimum of 124 credit hours to include:**

Dance Technical Studies: Minimum 21 credits of dance technique courses, including:

DAN B21-B28 Ballet Technique II or higher or DAN M21-M28 Modern Technique II or higher

DAN 215 Conditioning for Dancers (1)

\*A ballet and modern technique/studio course are recommended each semester.

\*Technique/studio courses include Ballet, Pointe, Modern, Partnering Techniques, Variations, Pas de Deux, Men's Technique, Jazz, Tap, Conditioning for Dancers, and Pilates.

Performance and Choreography Studies: Minimum 7 credits to include:

DAN 290 Special Topics in Dance Performance (1)

DAN 170 Improvisation I (1)

DAN 243 or 244 Performance II (2)

DAN 270 Improvisation II (1)

DAN 370 Elements of Composition I (2)

Dance Studies (History and Theory): Minimum 28 credits to include:

DAN 147 Orientation to Dance (1)

DAN 185 Principles of Dance Health (2)

DAN 186 Nutrition for Dance (1)

DAN 300 Production I/DAN 301 Production II/DAN 460 Dance and Technology (*choose 2 courses; 4 credits total*)

DAN 360 Dance History I (3)

DAN 361 Dance History II (3)

DAN 375 Dance Pedagogy (2)

DAN 400 Senior Project (must complete two consecutive semesters of DAN 400; 4 credits total)

DAN 401/403 Dance Kinesiology / Lab (3 + 1)

DAN 411 Careers in Dance (2)

DAN 475 Teaching Methods Ballet or DAN 476 Teaching Methods Modern (2)

**Bachelor of Fine Arts in Dance: Meeting a minimum of 128 credit hours to include:**

Dance Technical Studies: Minimum 38 hours of dance technique courses, including:

DAN B41-B48 Ballet Technique IV or DAN M41-M48 Modern Technique IV

DAN 215 Conditioning for Dancers (1)

\*A minimum of three technique/studio courses (4 credits) are recommended for each semester.

\*BFA students must achieve/maintain Ballet Technique IV OR Modern Technique IV one semester prior to graduation.

\*Technique/studio courses include Ballet, Pointe, Modern, Partnering Techniques, Variations, Pas de Deux, Men's Technique, Jazz, Tap, Conditioning for Dancers, and Pilates.

Performance and Choreography Studies: Minimum 21 credits to include:

DAN 290 Special Topics in Dance Performance (1)

DAN 170 Improvisation I (1)

DAN 243 Performance II (2)

DAN 244 Performance II (2)

DAN 270 Improvisation II (1)  
 DAN 343 Performance III (2)  
 DAN 344 Performance III (2)  
 DAN 370 Elements of Composition I (2)  
 DAN 371 Elements of Composition II (2)  
 DAN 443 Performance IV (2)  
 DAN 444 Performance IV (2)  
 DAN 470 Choreography or DAN 471 Choreography and the Camera (2)

Dance Studies (History and Theory): Minimum of 24 credits

DAN 147 Orientation to Dance (1)  
 DAN 185 Principles of Dance Health (2)  
 DAN 300 Production I/DAN 301 Production II/DAN 460 Dance and Technology (*choose 2 courses; 4 credits total*)  
 DAN 360 Dance History I or DAN 361 Dance History II (recommended); (3)  
 DAN 375 Dance Pedagogy (2)  
 DAN 400 Senior Project (students must complete 2 consecutive semesters of DAN 400; 4 credits)  
 DAN 401/403 Dance Kinesiology / Lab (3 + 1)  
 DAN 411 Careers in Dance (2)  
 DAN 475 Teaching Methods Ballet or DAN 476 Teaching Methods Modern (2)

**Minor in Dance:** 24 hours in dance courses, including:

DAN 147 Orientation to Dance (1)  
 DAN 290 Special Topics Dance Performance (1)  
 DAN 170 Improvisation I (1)  
 DAN B21-B28 or DAN M21-M28 or higher (1)  
 One of the following courses: DAN 300 Production I (2), or DAN 301 Production II (2), or DAN 460 Dance and Technology (2), or DAN 375 Dance Pedagogy (2), or DAN 360 Dance History I (3), or DAN 361 Dance History II (3), or DAN 475 Teaching Methods Ballet (2), or DAN 476 Teaching Methods Modern (2)  
 \*A technique class is recommended each semester.

**Certificate in Dance: 21-24 hours**

The Certificate in Dance requires 21-24 credit hours and takes two consecutive semesters (beginning in the fall) to complete, with some flexibility to facilitate appropriate substitutions. This program is *not* the equivalent of a major in dance.

The fall semester should include:

DAN M11/M13 Modern Dance Technique I or higher  
 DAN B11/B13 Ballet Technique or higher  
 DAN 290 Special Topics in Dance Performance  
 DAN 151 Pilates  
 DAN 170 Improvisation I  
 DAN 370 Elements of Composition I

The spring semester should include:

DAN M12/M14 Modern Dance Technique I or higher  
 DAN B12/M14 Ballet Technique I or higher  
 DAN 270 Improvisation II  
 DAN 251 Pilates  
 DAN 371 Elements of Composition II  
 DAN 290 Special Topics in Dance Performance

All students will be assigned an appropriate level in dance technique courses. Only students who demonstrate the skill necessary for the next level of work upon completion of a studio technique course will be permitted to enroll at the next level. If not, they will be expected to continue at their level of technique until they are ready to advance. Majors and minors are required to attend and participate in the weekly department meetings and must make arrangements to do so.

### Dance Apprentice Program

The Belhaven University dance apprentice program is an opportunity for talented high school students pursuing a highly advanced level of study in dance and desiring instruction and performance experience through Belhaven University courses and faculty.

The program offers apprentices the opportunity to earn college credits while continuing to complete their high school curriculum. Tuition is offered at 50 percent of the current rate per credit hour. Students must be in good scholastic standing and must be available to attend all sessions of the technique and performance courses in which they enroll. Students will participate as apprentice members of the Belhaven University Dance Ensemble.

The following are required at the time of application:

1. Minimum age of 15 by September 1
2. Completed application for admission and \$25 nonrefundable application fee
3. Achieved and maintaining a 2.8 GPA
4. Academic reference and recommendation
5. Student's letter of intent
6. Personal interview with the chair of the dance department and the director of admission.
7. Audition in person for the chair of the dance department and dance faculty for admission to the program.

If eventually degree-seeking, the student would follow the standard requirements for admission while earned credit would be transferable.

The number of semester hours an apprentice can attempt is unlimited, but restricted to dance technique courses only. After attempting six semester hours in lecture or laboratory courses, he or she must either apply as a degree-seeking student or make a request to be continued as an apprentice.

Apprentices are accountable to the chair of the dance department and will be graded on the same scale as Belhaven University dance students. Apprentices will be obligated to continue participation for one full semester at a time unless there is cause for discontinuation on the part of the faculty or due to physical injury or other plausible hardship. Under all circumstances, an exit interview with the chair of the dance department is required.

**B01, B03 Beginning Ballet Technique (1).** (For non-majors) (*Fall only*)

**B02, B04 Beginning Ballet Technique (1).** (For non-majors) (*Spring only*)

**M01, M03 Beginning Modern Dance Technique (1).** (For non-majors) (*Fall only*)

**M02, M04 Beginning Modern Dance Technique (1).** (For non-majors.) (*Spring only*)

**120 Looking at Dance (3).**

Survey course introducing general college students to diverse forms of dance created and practiced by various societies in the world. In this course we survey the amazing variety of dance in the world from this larger cultural perspective, examining the values that societies express in their dances. (Lecture/Studio) (*Spring only*)

**B11-B18 Ballet Technique I (1/2-1/2).**

Beginning/Intermediate ballet technique. Placement Class required.

**M11-M18 Modern Dance Technique I (1/2-1/2).**

Beginning/Intermediate modern dance technique. Placement Class required.

**147 Orientation to Dance (1).**

An introduction of dance studies at Belhaven University and a survey of dance as an art form and its related areas, including health and wellness, auditioning, rehearsal etiquette, performance and performance preparations, character, worldview and cultural issues. (*Fall only*)

**148 Performance Techniques (1).**

A continuation of DAN 147, this course is for dance major and minors only, and is designed to broaden the student's perspectives on dance, moving toward artistry with attention given to examining detail of movement, looking into the choreographic intention behind dance works, and questioning how all of these apply to a biblical

world and life view as well as to our individual choices as dance artists. Includes the study of one to two choreographic works. *(Spring only)*

- 151 Pilates (Fall) (1).**  
A physical fitness system that increases strength and flexibility through dynamic range of motion and focuses on developing core muscles through awareness of breath and alignment. *(Fall only)*
- P11-P14 Pointe Technique I (1).**  
Beginning/Intermediate pointe technique. Placement Class required. *(Fall and spring)*
- 153 Men's Technique I (1).**  
Classical technique course which focuses on the specific technical demands for the male dancer. Placement Class or Instructor's Approval required. *(Fall only)*
- 154 Pas de Deux I (1).** Prereq: DAN 152 or DAN 252 and Instructor's Approval.  
Partnering techniques and sustained adagio for the classical ballet. *(Spring only)*
- 155 Men's and Women's Variations I (1).** Prereq: DAN 153 or DAN B31-B34, and Instructor's Approval.  
Variations from extant classical and neoclassical repertoire. *(Spring only)*
- 156 Partnering Techniques (1).** Prereq: DAN 270.  
Contemporary partnering techniques.
- 159 Related Dance Forms I (1/2).**  
Dance technique course concentrating on the different techniques of various dance forms other than classical ballet and modern dance.
- 170 Improvisation I (1).**  
Introduction to principles of improvisation, utilizing basic elements of movement, movement qualities, spatial awareness, vocabulary development, and spontaneous creative decision making. *(Fall only)*
- 185 Principles for Dance Health (2).**  
This course consists of concepts of holistic health for body/mind/spirit in the context of dance training, self-care and professional careers in the field of dance. Course materials will draw on practices from biblical principles, cognitive and physical sciences, as well as philosophy/theology to demonstrate an integrative approach to health for dancers interested in pursuing well-being in a wide variety of dance careers.
- 186 Nutrition for Dancers (1).**  
This course introduces students to the basic nutritional needs for dance professionals. Course content will focus on proper diet for dancers, making healthy food choices, balanced diets, healthy weight and BMI for athletic bodies, timing of meals, and awareness of eating disorders.
- 215 Conditioning for Dancers (1).**  
This course introduces students to the basic strength and conditioning components foundational to their dance training and practice. Students will have the opportunity for experiential training in different kinds of conditioning modalities, such as bodyweight training, cardiovascular training, Pilates, and yoga.
- B21-B28 Ballet Technique II (1/2-1/2).**  
Intermediate ballet technique. Continuation of DAN B11-B18. Placement class required.
- M21-M28 Modern Dance Technique II (1/2-1/2).**  
Intermediate modern dance technique. Continuation of DAN M11-M18. Placement class required.
- 243-244 Performance II (2-2).** Prereq: DAN 148 or 290. *(243, fall only; 244, spring only)*
- 251 Pilates (Spring) (1).**  
A physical fitness system that increases strength and flexibility through dynamic range of motion and focuses on developing core muscles through awareness of breath and alignment. Pilates I is *not* a pre-req for this course *(Spring only)*



- P21-P24 Pointe Technique II (1).**  
Intermediate pointe technique. Continuation of DAN P11-P14. Placement class required. *(Fall and spring)*
- 253 Men's Technique II (1).**  
Continuation of DAN 153. Placement class required. *(Fall only)*
- 254 Pas de Deux II (1).** Prereq: DAN 154 and Instructor's Approval.  
Continuation of DAN 154. *(Spring only)*
- 255 Men's and Women's Variations II (1).** Prereq: DAN 155 and Instructor's Approval.  
Continuation of DAN 155. *(Spring only)*
- 256 Partnering Techniques II (1).** Prereq: DAN 270.  
Contemporary partnering techniques.
- 257 Jazz Technique I (1).**  
Intermediate Jazz Technique. *(Fall only)*
- 258 Jazz Technique II (1).**  
Intermediate Jazz Technique. *(Spring only)*
- 259 Related Dance Forms II (1/2).** Prereq: DAN 159 and Instructor's Approval.  
Continuation of DAN 159.
- 270 Improvisation II (1).** Prereq: DAN 170 or Instructor's Approval.  
Continuation of DAN 170, focusing on Contact Improvisation. *(Spring only)*
- 281 Tap I (1).**  
A survey of varied tap styles from both a historical and contemporary perspective with emphasis on musical theater. Beginner/ intermediate. *(Fall only)*
- 282 Tap II (1).**  
Continuation of DAN 281. Intermediate/ advanced. *(Spring only)*
- 290 Special Topics in Dance Performance (1).**  
This course covers practical experience in studio practices related to dance artistry and performance and may be repeated.
- 295 Costume for Dance I (2).**  
An introduction to basic costuming for dance that explores costume design, fabric and materials and basic sewing techniques; including practical design application for dance costumes and creative elements for basic to intermediate projects.
- 300 Dance Production I (2).**  
This course guides students through the administrative needs, grant writing requirements and promotional elements associated with running a dance company or self-producing an artistic product. *(Fall only)*
- 301 Dance Production II (2).**  
This course provides an overview of the technical lighting and sound production as well as event management elements including box office and marketing. *(Spring only)*
- B31-B38 Ballet Technique III (1/2-1/2).**  
Intermediate/Advanced ballet technique. Continuation of DAN B21-B28. Placement class required.
- M31-M38 Modern Dance Technique III (1/2-1/2).**  
Intermediate/Advanced modern dance technique. Continuation of DAN M21-M28. Placement class required.
- 343-344 Performance III (2-2).** Prereq: DAN 148 or 290.



Continuation of DAN 243-244. (343, fall only; 344, spring only)

- 345 Dance Ministry (2).**  
Students will gain instruction and training to design dances, text and other materials necessary for ministry, worship services, workshops, and outreach. (Spring only)
- 351 Related Dance Forms III (2).** Prereq: Instructor's Approval.
- P31-P34 Pointe Technique III (1).** Prereq: DAN 252.  
Advanced/Pre-professional pointe technique. Continuation of DAN 252. (Fall only)
- 353 Men's Technique III (1).** Prereq: DAN 253.  
Continuation of DAN 253. (Fall only)
- 354 Pas de Deux III (1).** Prereq: DAN 254 and Instructor's Approval.  
Continuation of DAN 254. (Spring only)
- 355 Men's and Women's Variations III (1).** Prereq: DAN 255.  
Continuation of DAN 255. (Spring odd years)
- 356 Partnering Techniques III (1).** Prereq: DAN 256.  
Continuation of DAN 256. (Spring only)
- 359 Related Dance Forms III (2).** Prereq: DAN 259.  
Continuation of DAN 259.
- 360 Dance History I (World Cultural Dance) (3).**  
This course surveys dance in world cultures, with an emphasis on social, historical, cultural, and religious contexts. The redemptive value of dance is explored from a Christian worldview. (Fall only)
- 361 Dance History II (Western Concert Dance and Practices) (3).**  
This course explores the ways that Western concert and social dance traditions in the twentieth and twenty-first centuries reflect and enact cultural values and identities. Particular attention is given to the ways American choreographers construct national identities through dance. (Spring only)
- 370 Elements of Composition I (2).** Prereq or Coreq: DAN 170, 270.  
Study of basic rhythmic, spatial, and dynamic materials in the designing of dance movement. This class is for Dance majors and minors only. (Fall only)
- 371 Elements of Composition II (2).** Prereq: DAN 170, 270, 370.  
Continuation of DAN 370. This class is for Dance majors only. (Spring only)
- 375 Dance Pedagogy (2).**  
A study of the principles, techniques and materials of teaching creative dance in studios, recreation departments and K-12 public education. Includes supervised teaching experiences. (Fall only)
- 390 Independent Study (1-3).** Prereq: Junior standing. Approval of Chair.  
An opportunity for students to pursue special artistic projects, research and academic study under faculty supervision.
- 395 Costume for Dance II (2).** (Continuation of DAN 295) Costume Construction for Dance  
An introduction to the principles of costume construction including pattern layout, cutting, and sewing for intermediate projects with an emphasis on approaches and materials pertaining to dance costuming.
- 400 Senior Project (2-2).**  
Culminating process in coordination with and upon approval of dance faculty. The project may include research, performance, choreography, production, or a combination of these. This course should be taken in fall and spring of senior year. This course is for Dance majors only. (Fall, 2 credits and spring, 2 credits)

- 401 Dance Kinesiology (3). Prereq: DAN 185**  
A course for dance majors that covers the basic principles of human anatomy and kinesiology and their applications within the context of dance training and practice. Emphasis is placed on anatomical analysis, conditioning principles and injury prevention, with special attention given to application of information to technique class, rehearsal, choreography and individual anomalies. Students will be encouraged to mindfully integrate their learning in this course with their concurrent work in dance technique and performance. *(Fall only)*
- 403 Dance Kinesiology Lab (1). Prereq: DAN 185; must be taken concurrently with DAN 401**  
This lab, which must be taken in conjunction with DAN 401, gives students the opportunity to assess their strengths, weaknesses, and anatomical differences through a battery of tests and measurements relevant to dance technique. Appropriate individualized conditioning programs will be designed and implemented by the students specific to their anatomical and kinesiological needs. *(Fall only)*
- 411 Careers in Dance (2).** No Prereq. For dance majors and minors only.  
The course orients the student to skills needed to pursue and manage a professional career in dance and/or allied professions and addresses choices and character from a biblical worldview. Includes surveying the professional world of dance, where, how and when to seek employment, self-marketing, dance resumes, dance reels, auditioning, interviewing and other necessary preparations for a career in dance or related fields. *(Spring only)*
- B41-B48 Ballet Technique IV (1/2-1/2).**  
Advanced/Pre-Professional ballet technique. Continuation of DAN B31-B38. Placement class required.
- M41-M48 Modern Dance Technique IV (1/2-1/2).**  
Advanced/Pre-Professional modern dance technique. Continuation of DAN M31-M38. Placement class required.
- 443-446 Performance IV (2-2).** Prereq: DAN 148 or 290.  
Continuation of DAN 343-344.
- 450 Dance Internship (1-3)**  
This course is designed to give the student practical experience in either conducting a specific research project or in a professional position within an approved private firm or public agency. May combine work in residence with a dance company or ministry entity, site visitations to various facilities in pursuit of a particular preapproved topic, or a combination of documented experiences in the field. This course is open only to junior and senior dance majors. The internship may be repeated once and is graded on a pass or fail basis.
- 453 Men's Technique IV (1).** Prereq: DAN 353.  
Continuation of DAN 353. *(Fall only)*
- 454 Pas de Deux IV (1).** Prereq: DAN 354 and Instructor's Approval.  
Continuation of DAN 354. *(Spring only)*
- 455 Men's and Women's Variations IV (1).** Prereq: DAN 355 and Instructor's Approval.  
Continuation of DAN 355. *(Spring only)*
- 456 Partnering Techniques IV (1).** Prereq: DAN 356.  
Continuation of DAN 256.
- 460 Dance and Technology (2).**  
Through lecture and lab, students will gain basic information and skills to utilize current technology to enhance learning, creating, researching, presenting, marketing, documenting and teaching dance. Areas highlighted are: audio, photography, video, projection/instillation, and internet/web design. *(Spring only)*
- 470 Choreography (2).** Prerequisite: DAN 170, 270, 370, 371.  
Study of choreographic forms and structures, musical forms, components of dramatic and stylistic forms. Includes choreographic project. *(Fall only)*
- 471 Choreography with the Camera (2).** Prerequisite: DAN 170, 270, 370, 371 (Prereq or Coreq) and 460

This course combines lecture and lab to allow students to learn and explore principles and theories of choreography and filmmaking through the process of designing, producing, choreographing, directing, and editing screendances. (Spring only)

- 475 Teaching Methods – Ballet (2).** Prereq. or Coreq.: DAN 170, and Ballet Technique II  
Must be currently enrolled in a Level II (or higher) Technique course. Methods for teaching ballet technique to prepare for teaching in studios, recreation departments, and public schools. Includes field work. *(Spring only)*
- 476 Teaching Methods – Modern (2).** Prereq. or Coreq.: DAN 170, and Modern Technique II  
Must be currently enrolled in a Level II (or higher) Technique course. Methods for teaching modern dance technique to prepare for teaching in studios, recreation departments, and public schools. Includes field work. *(Fall only)*
- 490 Special Topics in Dance (1-3).** Prereq: Instructor’s Approval.  
This course covers selected areas not studied extensively in other dance related courses and may be repeated for different topics.

## Economics (ECO)

Professor Penn

Assistant Professor Jinkiri

- 205 Principles of Macroeconomics (3).**  
A study of the basic tools of macroeconomic analysis and their application to the use of monetary and fiscal policies to achieve macroeconomic goals. A section on international trade and finance is included. Available as a General Education Elective.
- 206 Principles of Microeconomics (3).**  
A study of the basic tools of microeconomic analysis and their application to decision making by the household and the business firm. A section on government regulation and antitrust policy is included. Recommended for students interested in Graduate Business studies.
- 207 Marketplace Economics (3).**  
A study of the foundational principles and theories in micro – and macro-economics and their applications in a business setting. It includes the relationship of economic analysis to management decision making and business strategy and policy. Open only to Business or Accounting Majors. *(Fall and Spring)*.

## Education: Teacher Educator Preparation Program (EDU)

Professor Hand, Ed.D., Dean of the School of Education

Associate Professor Carter, Ed.D., Director of Elementary Teacher Education and Coordinator of Elementary Reading

Associate Professor Quinn, Elementary : Teacher Educator Preparation Program

Professor McCardle, Ed.D., Director of Clinical Internship

Professor Nisbett, Ed.D., Elementary Teacher Education and Coordinator of Graduate Education Reading

### The School of Education Mission Statement

*Teacher As Servant Leader  
Learning to Teach – Teaching to Serve*

The Belhaven University Undergraduate School of Education seeks to produce not only effective professional educators and state-certified teachers but also concerned, compassionate individuals who value each student’s life and who are dedicated to helping all students to learn and fulfill his or her God-given potential. The School of Education’s goal is the development of *Teachers as Servant Leaders*, supported by its program that emphasizes academic excellence, professional knowledge, character development, and leadership opportunities. Education candidates will have real-world experience through internships, practicum and directed observation and teaching in elementary schools.

### The Belhaven School of Education Conceptual Framework and Educator Preparation Provider Standards (BEPPS)

Serving as the Educator Preparation Provider (EPP) for Belhaven University the Graduate School of Education's Mission Statement is:

*To prepare effective professional educators who demonstrate both academic excellence and professional knowledge while providing distinctive Christian leadership and service to all students, parents, and communities.*

The conceptual framework and the Belhaven Educator Preparation Provider Standards (BEPPS) identified by the School of Education are the foundation for the EPP's Quality Assurance Assessment System and reflect and inform candidate assessments of the following objectives:

### **Belhaven Educator Preparation Provider Standards (BEPPS)**

#### **BEPP Standard 1: Vision and Mission**

*The candidate supports and promotes, an academic and values centered, vision and mission to other teachers, staff, parents, and community to ensure that high quality teaching, learning, and schooling are implemented and continuous school improvement is taking place.*

#### **BEPP Standard 2: Knowledge of Content**

*The candidate assures that they utilize knowledge of content in creating learning opportunities that make subject matter meaningful and useful and promotes the growth and development of all students.*

#### **BEPP Standard 3: Learning Environments**

*The candidate promotes academic success and personal wellbeing of students by assuring that they design and manage learning environments that accommodate a diverse population, provide for individual differences, and enhance student learning and achievement.*

#### **BEPP Standard 4: Instructional Methods**

*The candidate, in cooperation with other school educators, selects and implements a variety of instructional methods & teaching strategies that develop students' critical thinking, problem solving, & performance skills.*

#### **BEPP Standard 5: Assessment**

*The candidate promotes appropriate and meaningful assessments and analyzes assessment data to monitor and document individual student learning, grade level growth, classroom, and school advancement in order to inform improvements in instruction, the impact on student learning, and school enhancement.*

#### **BEPP Standard 6: Professional Growth**

*The candidate employs the tools of self-evaluation and reflection and utilizes available resources to support professional growth as an educator and leader, to create a culture of professionalism and promote student learning, foster improved instruction, and be an advocate for school enhancement.*

#### **BEPP Standard 7: Professional Dispositions**

*The candidate integrates and exhibits the Christian worldview in building inclusive learning environments that address the needs, perspectives, and diversity among students, families, colleagues, and communities. The candidate manifests the ethical principles and dispositions of a Christian professional educator and is a role model both in and outside of the school building, the district, and the community.*

#### **The Teacher Educator Preparation Program (TEPP)**

Candidates planning to teach in elementary schools must not only meet the requirements for graduation from Belhaven University but also must complete courses specified for teacher licensure. All course requirements are subject to change reflecting requirements from the Mississippi Department of Education. Prospective elementary teachers major in **Elementary Education K-6** while identifying two additional areas of concentrations. The two concentrations lead to teacher certification endorsements: one required in Reading and the other endorsement to be of the candidates choosing. Prospective students desiring to teach at the middle/high school levels should major in the subject/content area in which they plan to earn their degree and should also consider the **Dual Enrollment** option leading to the **Mississippi Alternate Route to Teacher Certification** (see page 77 of this Catalogue for a complete explanation of this option or contact the Director of the Graduate School of Education).

Licenses that entitle the holder to teach in public schools in Mississippi are issued by the Mississippi Department of Education (MDE), Office of Educator Licensure, Jackson, Mississippi. Information for licensure may be requested from the

School of Education, central office. **Students who plan to teach in states other than Mississippi are responsible for securing all requirements and forms.**

**Admission to Belhaven University Does Not Automatically Admit a Student to the Teacher Educator Preparation Program (TEPP).**

**Admission into the Teacher Educator Preparation Program (TEPP) in the School of Education:**

The student must have successfully completed 44 hours have an overall GPA of 2.75, and meet the required passing score on the Core Academic Skills for Educators: Praxis Core, ACT (21 or higher and at least 18 in sub-scores) or SAT (or the current state-required test). Basic professional courses may be taken prior to being admitted to teacher education. No courses listed under the specialized area test (Praxis II) may be taken until a student has been admitted to the Teacher Educator Preparation Program. Prior to enrolling in the Clinical Internship II: Student Teaching teacher candidates are required to obtain a passing score on the following state-required tests:

- Praxis II: Principles of Learning and Teaching and
- Praxis II: Subject Area Assessment Test.
- Foundation of Reading Test

**IMPORTANT TO NOTE:** Candidates are allowed to take only a limited number of courses in the School of Education before they must be admitted into the Teacher Educator Preparation Program (TEPP). If a candidate is not admitted to the TEPP they can no longer take courses from the School of Education and will be required to change their major. Candidates are admitted to the TEPP after successfully passing the required Mississippi Teacher Educator Entrance Exams, having successfully completed the requisite Education courses, having met and successfully been interviewed by the *School of Education TEPP Candidate Approval Committee*, and approved as a Teacher Candidate for the Belhaven Teacher Educator Preparation Program.

**Additional Degree Requirements - Transfer Credits:**

Students transferring to Belhaven are required to take at least nine hours in Education at Belhaven, excluding student teaching. Teacher candidates are required to take Clinical-Internships in Teaching at Belhaven. All teacher candidates must have at least a C average in all professional and specialty/content area courses.

**Elementary Education K-6**

Candidates majoring in Elementary Education are required to take the courses listed in sections 1-4 below. The student must also meet the university's core and other requirements as outlined for a Belhaven University degree.

| 1. General Education Core Courses for Teacher Education | Hours    |
|---|----------|
| English (ENG).....                                      | 12 hours |
| Science (BIO & PHY).....                                | 9 hours  |
| Mathematics (MAT).....                                  | 9 hours  |
| Social Studies (12 hours HIS & 2 hours HUM).....        | 14 hours |
| Mosaic (EDU).....                                       | 1 hour   |
| Bible (BIB).....  | 6 hours  |
| Kingdom Life (WVC).....                                 | 3 hours  |
| Total.....  | 54 hours |

2. **Two Areas of Concentration for Licensure Endorsements:** Teacher candidates are required to have their first Area of Concentration (Endorsement) in Reading with a minimum of 21 credit hours. The 21 hours will give candidates an Endorsement in Reading added to their Mississippi Teaching Certificate. Teacher candidates are also required to have a second Area of Concentration (Endorsement) in a content area of study with a minimum of 21 credit hours. The 21 hours in the second concentration will give candidates another Endorsement of their choosing to be added to their Mississippi Teaching Certificate. Core university courses may be counted toward areas of concentration.

- |                 |                    |                               |
|-----------------|--------------------|-------------------------------|
| (1) English     | (3) Science        | (5) Safety/Health/Physical Ed |
| (2) Mathematics | (4) Social Studies | (6) Fine Arts                 |

| 3. Pre-Admissions Courses to Teacher Educator Preparation Program (TEPP) | Hours   |
|--|---------|
| EDU 200: Intro to Education.....   | 3 hours |
| EDU 201: Education Seminar.....(P/F)                                     | 0 hours |
| EDU 221: Child Development.....  | 3 hours |

|   |          |
|---|----------|
| EDU 301: Educational Psychology.....                    | 3 hours  |
| EDU 309: Effective Classroom Management & Learning..... | 3 hours  |
| EDU 331: Planning and Assessment.....                   | 3 hours  |
| EDU 335: Creative Arts in Education.....                | 3 hours  |
| EDU 341: HPE for the Elementary Child.....              | 3 hours  |
| EDU 342: Exceptional Learner.....                       | 3 hours  |
| Total.....  | 24 hours |

**4. Courses Only for Candidates Admitted to Teacher Educator Preparation Program (TEPP)**

|   | <b>Hours</b> |
|---|--------------|
| REA 311: Literature Based Reading Skills.....                                     | 3 hours      |
| REA 323: Early Literacy I.....  | 3 hours      |
| REA 324: Early Literacy II.....   | 3 hours      |
| REA 325: Content Reading Skills.....  | 3 hours      |
| REA 326: Diagnostic Reading Skills .....  | 3 hours      |
| REA 327: Middle Level Literacy.....   | 3 hours      |
| EDU 303: Language Arts/Skills.....  | 3 hours      |
| EDU 304: Social Sciences for Children.....  | 3 hours      |
| EDU 307: Science for Children ( <i>Counts in core science requirement</i> ) ..... | 3 hours      |
| EDU 308: Mathematics for Children .....   | 3 hours      |
| EDU 400: Clinical Practice I: Internship Methods.....                             | 6 hours      |
| EDU 401: Clinical Practice II: Internship Student Teaching .....                  | 10 hours     |
| Total.....  | 46 hours     |

**5. Second Area of Concentration/Endorsement** **Hours**

Three to six additional hours need to be added to include the candidate's choice for a Second Licensure Endorsement.....3 to 6 hours

Major Total..... 126 or 129 Hours

\*Transfer Students should refer to degree requirements and receive individual advisement from the School of Education.

**Secondary Education: Dual Enrollment and the Mississippi Alternate Route to Teacher Certification**

The Belhaven University School of Education, other than Music, does not offer a traditional undergraduate program to prepare students to be licensed or certified to teach at the middle or the secondary school levels. Instead students are provided with an excellent opportunity to earn a 4-6<sup>th</sup> grade, middle school, and/or high school Mississippi Teaching Certificate by enrolling in the School of Education's Dual Enrollment Program leading to the Mississippi Alternate Route Teacher Certification.

- Students enrolled in an undergraduate Bachelor of Arts or Bachelor of Science Degree program on a Belhaven campus in Mississippi may be eligible to take up to two Master's Degree level courses in Education as the first two courses leading to the Mississippi temporary three year alternate route teacher certification.
- Students need to be in good standing as a traditional Belhaven University undergraduate student with an overall **GPA of 2.75** or better.
- Students are be classified at the Bachelor's Degree Senior level (within 21 hours of graduation) and **have available during their senior year 3 to 6 elective course hours in order to take Alternate Teacher Certificate courses.**
- Students must submit a signed **Request for Dual Enrollment - Graduate Course Form** from the student's major discipline department/school/campus dean or chair.
- Students may only take the following two courses:
  - EDU-501: Measurements and Evaluation Strategies**
  - EDU-506: Classroom Management**
- Mississippi Belhaven University students permitted to take Dual Enrollment in the Alternate Teacher Certificate Program will be required to have the knowledge of and understand the procedures required by the State of Mississippi for Alternate Teacher Certification as outlined in the *Belhaven Graduate School of Education Candidate Handbook*.
- Mississippi students will have the understanding that they are required to take and pass the Mississippi State mandated **PRAXIS CORE and PRAXIS II (content area) Teacher Exams** at some point during the Mississippi Alternate Teacher Certificate Program. **NOTE: In Mississippi, ACT composite scores of 21 or better may be**



**used in lieu of PRAXIS CORE.** For students outside of Mississippi, please see the requirements for the state in which you wish to teach.

- Once candidates have received their undergraduate Bachelor's Degree, **submitted application and have been accepted into the Masters of Arts in Teaching Degree Alt/Cert program**, have passed both CORE and PRAXIS II exams, and have successfully **completed EDU-501 and EDU-506**, they will be eligible to make application for their **Mississippi Three Year Alternate Teacher Certificate**.
- Once candidates have received their **Mississippi Three Year Alternate Teacher Certificate** they are eligible to accept a teaching position within the State of Mississippi (right after graduation) and become a fully paid and licensed teacher. However, they must complete the two additional Master level courses, EDU 502 Dimensions I and EDU 503 Dimensions II as seminar and mentoring courses during their first year of teaching. Upon successful completion of their first year of teaching and passing Dimensions I and II, candidates will be eligible to apply for their **Mississippi Five Year AA Teacher Certificate**.
- **PLEASE NOTE:** Students enrolled in a Mississippi MAT Alt/Cert program can receive a Mississippi Alternate Teaching License (valid for three years). **The MS Three Year Alternate Teaching License is not valid in another state.** Students must teach their first year in a Mississippi school in order to complete their certification process and receive a traditional Five Year Mississippi Teaching License. The Mississippi Five Year Teacher License is granted after the first year of successful teaching and maybe transferable and accepted in other states with some possible conditions. **However, candidates are held responsible for contacting other State Departments of Education to find out the transferability of a Mississippi teaching certificate and any additional requirements of the state or states they are interested in teaching in, in order to be certified and able to teach in that state.**

## Music

Students seeking a Bachelor of Arts in Music Education leading to a teaching certification in music should refer to the Music Education program. See Music (MUS) in this catalogue: Bachelor of Arts in Music Education – Teacher Preparation (Emphasis in Instrumental Music Education and/or Emphasis in Vocal-Choral Music Education)

**Honors Courses:** The School of Education offers opportunities for students to enroll in honors courses from its department. The following are general education, elective, and major courses that may be taken as honors courses: EDU 221, 301, 304, 307, and 308, and REA 311 and 312. For students majoring in education, one must pass a minimum of nine hours of honors courses within the discipline and a minimum of nine hours from the honors courses of other departments. Each course must be passed with a B or better. No more than 18 hours are required for the honors degree. For other honors program policies, see “Honors Program” under the “Administration of the Curriculum” section of the catalogue.

- 101 Belhaven Basics (1).**  
Belhaven Basics explores different topics and experiences as they relate to life in college. Students will develop a proper understanding of the role college plays in their life as well as how a Christian worldview will impact not only their studies, but their perspective on life and careers as well. Topics that will be covered include academic management, career planning, financial planning, campus life, and a discussion of worldviews. (Fall only)
- 102 LifeQuest (1).**  
LifeQuest is an elective class for freshmen that offers students the opportunity to further explore strengths and career. The course equips students to describe their strengths and related skills in writing and speaking communication. Students will continue to explore the concept of calling that was started in Belhaven Basics. (*Spring only*)
- 110 Blazer Foundations (1).**  
Review of skills and knowledge needed for academic and career success. Emphasis will be placed on self-exploration, interpersonal skills, and professionalism.
- 200\* Introduction to Education and Pre-teaching Field Experience (3).**  
A study of the historical, philosophical, and legal foundations for education, the role of the profession of teaching and of schools in a changing society. Includes field experiences in accredited schools representing a variety of classroom organization, methodology, grades and subject areas. (*Spring only*)
- 202 Education Seminar (0)**  
A required seminar session that meets once each semester and is required for all undergrad students enrolled and taking courses in the School of Education. This includes students as pre-candidates for the Teacher Educator



Preparation Program and/or for those candidates having been interviewed and admitted to the Teacher Educator Preparation Program. Candidates involved in Clinical II – Internship Student Teaching are exempt from Education Seminar. The Education Seminar is designed for all Education majors to be informed of current education issues and decisions from the Mississippi Department of Education that may affect candidates' plan of studies and other issues concerning teacher certification. At times professional educational leaders may be scheduled as guest speakers or panelist. *(Fall and Spring)*

**210 Transfer Success Seminar (1).**

Incoming transfer students can often experience what's known as "transfer shock" when arriving on a new campus. Although transfer students have some experience at the college level prior to coming to Belhaven, encountering a new campus, culture, vocabulary, faculty, policies, and peer group can often leave them feeling isolated and disengaged. In the worst case scenario, this experience can lead to a lower GPA and eventual departure from Belhaven. This course will give new transfer students the tools and resources needed to make a successful transition to Belhaven.

**221\* Child Development (3).**

A study of the growth and development of the individual from conception through early adolescence, with emphasis on physical, perceptual, motor, cognitive, language, personality, and social development. Includes the use of the major concepts, principles, theories, and research related to the development of children and young adolescents in order to construct learning experiences to support the individual's development. *(Spring only)*

**301 Educational Psychology (3).**

A study of the teaching-learning process: the student behavior, research data, theory, and illustrations all concerned with actual classroom application of psychological principles. *(Fall only)*

**303\* The Language Arts and Skills (3).** Prereq: Admission to the Teacher Educator Preparation Program.

Emphasis on traditional grammar, speech, listening, written communications, creative and utilitarian writing, and on whole language integration with content areas. *(Fall only)*

**304\* Social Sciences for Children (3).** Prereq: Admission to the Teacher Educator Preparation Program.

A survey of the social sciences taught in K-8, with special attention given to geography, history, and civics. *(Fall only)*

**307\* Science for Children (3).** Prereq: Admission to the Teacher Educator Preparation Program.

The subject matter, materials, and methods of teaching science and health in the elementary school. *(Spring only)*

**308\* Mathematics for Children (3).** Prereq: Adm. to the Teacher Preparation Program. A prereq for student teaching.

An introduction to the subject matter, materials, and methods of teaching modern mathematics in the elementary school. *(Fall only)*

**309 Effective Classroom Management and Learning (3).**

Intended to provide theories on various models of discipline, classroom management styles and student motivation. The focus will be on understanding and managing diverse student populations. Emphasis will be placed on the development of a personal system of discipline reflective of the needs, traits and social realities of the school and community. Focus is on providing practical application of strategies to establish effective classroom organization and for managing and monitoring student behavior for improved learning opportunities. *(Spring only)*

**331 Planning and Assessment (3).** Prereq: Admission to the Teacher Educator Preparation Program and for Clinical Internship II – Student Teaching

This course is intended to provide pre-service teachers with the principles and techniques necessary to develop sound instructional lesson plans and assessments. The primary focus of the course will be on assessment techniques, administering classroom evaluations, analyzing classroom assessment data, and describing the roles planning and assessment have in daily classroom practice. The use and interpretation of standardized tests will also be discussed, as well as ethical issues related to assessment. *(Fall only)*

**335 Creative Arts in Education (3).**

This course will provide Elementary Education majors the necessary skills to successfully integrate the arts (music, art, movement, and drama) into all aspects of instruction. Emphasis will also be placed on the importance

of the arts across the curriculum as a means for communication, inquiry, and insight among elementary students. Performing arts majors may also take the course. *(Fall only)*

- 341 Health and Physical Education for the Elementary Child (3).**  
A course with emphasis on the young child, as to physical fitness and motor fitness. Attention will be given to teaching techniques in motor skills and to curriculum development. *(Spring only)*
- 342 The Exceptional Learner (3).**  
A study of the child whose development follows atypical patterns. This would include all children eligible for special education placement: the mentally retarded, the gifted, the physically and behaviorally handicapped, the visually and hearing impaired, the learning disabled, the speech and language impaired, and autistic children. Students visit several local agencies in order to become more familiar with exceptional children and services available for these children. *(Spring only)*
- 390 Special Topics in Education (1-3).** Prereq: Admission to education. By permission of Chair.  
Varied topics; may be repeated for credit.
- 400 \* Clinical Practice I: Internship/Methods (6)** Prereq: REA 324, EDU 308, 309, 331, 332; Senior status;  
Admission to the Teacher Educator Preparation Program.  
Observation with some teaching throughout a semester in an accredited elementary or middle school, supported by seminars and conferences between students and the college supervisor. A study of methods, techniques and procedures observed in elementary schools while in the field, with special emphasis on curriculum development and various assessment instruments. Includes field experiences in designated schools. *(Fall only)*
- 401 \* Clinical Practice II: Internship/Student Teaching (10)** Prereq: Senior status and EDU 400, EDU 309, 331;  
Admission to the Teacher Educator Preparation Program and passing the Praxis II and Foundations of Reading Test. Teaching and observation throughout a semester in an accredited elementary school, supported by required seminars and conferences between candidates and the School of Education supervisor. *(Spring only)*
- 490-495 Special Topics (3).**  
Designed for non-degree seeking students. Enrollment by consent of instructor. May be repeated for credit.

\*Indicates courses requiring clinical field placement hours to be completed on location in area schools.

## Reading (REA)

- 311\* Literature Based Reading Skills (3).** Prereq: Admission to the Teacher Educator Preparation Program.  
Coreq: EDU 303, REA 323, and REA 325.  
The development of critical reading skills through the study of children's books, the history of children's literature, an overview of the classics, books promoting various genres and multi-cultural themes. Includes various presentations and field experiences with young children. *(Fall only)*
- 323\* Early Literacy I (3).** Prereq: Admission to the Teacher Educator Preparation Program. A prerequisite for student teaching. Coreq: EDU 303, REA 311, and REA 325  
Concepts, materials and teaching strategies for oral language development and systematic early reading and writing instruction, specific to concepts about print, phonemic awareness, and phonics. *(Fall only)*
- 324\* Early Literacy II (3).** Prereq: Adm. to the Teacher Educator Preparation Program and REA-323. A prereq for student teaching. Coreq: REA-326.  
Concepts materials and teaching strategies for oral language development and early systematic reading and writing instruction specific to vocabulary, fluency, and comprehension. Includes tutorial and teaching assignments in area schools. *(Spring only)*
- 325 Content Reading Skills (3).** Prereq: Admission to the Teacher Educator Preparation Program.  
Coreq: EDU 303, REA 311, and REA 323.  
A study of reading skills necessary for students to read and comprehend subject matter. Includes clinical field experiences in various school settings. *(Fall only)*

- 326\*** **Diagnostic Reading Skills (3).** Prereq: Adm. to the Teacher Educator Preparation Program and REA 311, 323, REA 324, and REA 325. Coreq: REA 324  
A study of reading problems, assessment procedures, and individualized instructional programs for problem readers. Includes case study and internship in schools. (*Spring only*)
- 327\*** **Middle Level Literacy (3).** Prereq: Admission to the Teacher Educator Preparation Program and REA-311, 323, 324, 325 and 326.  
A study of reading skills, concepts, methods, and materials for literacy teaching and learning for upper elementary and young adolescents. Emphasis will be on writing, comprehension, strategy instruction and assessment. Includes clinical field experiences in various school settings. (*Fall only*)

\*Indicates courses requiring clinical field placement hours to be completed on location in area schools

## English (ENG)

Professor Hubele, Chair  
Associate Professor Foncree  
Associate Professor Ford  
Associate Professor Parrott  
Specialty Instructor McCarver

In teaching writing, the English department functions to ensure competence in verbal expression and writing skills for students across the curriculum and into the post-collegiate career. Courses for English majors include specialized instruction in critical and research writing. Studies in literature work to impart knowledge of major authors, literary history, specific genres, critical approaches, and ideological content. The content of courses is related to and evaluated against biblical truth and values. English students will have real-world experience through English Capstone Studies, ENG 402. This course covers a wide span of vocational and relational issues germane to an English major.

**English Major:** 37 hours to include the following:

- (1) ENG 225, 226 and one of the following: ENG 201, 202, 205 or 206.
- (2) ENG 101-102 or 121; 302; 303; 415  
NOTE: Qualified transfer students do not take the ENG 225 and 226 literature courses, but rather select three of the following courses: ENG 201, 202, 203, 204, 205, or 206.
- (3) At least 12 hours, including Shakespeare, must be in 400-level literature courses. (No 400-level course that has been used to substitute for a survey course may be double-counted to meet this requirement.)
- (4) ENG 402 English Studies Capstone
- (5) 18 hours must be completed on the Belhaven campus.

For students interested in the B.A. in Applied English, please view the [Applied English](#) catalogue listing.

**English Minor:** 24 hours to include:

- (1) ENG 101-102 or 121
- (2) ENG 225, 226 and ENG 205 or 206  
NOTE: Qualified transfer students do not take the ENG 225 and 226 courses, but rather select three of the following courses: ENG 201, 202, 203, 204, 205, or 206.
- (3) ENG 303 Bibliography and Research
- (4) Completion of 12 hours of English courses on the Belhaven Campus.

**English Honors Program:** The English department offers opportunities for students to enroll in honors courses from its department. The following are general education, elective, and major courses that may be taken as honors courses: ENG 121, 303, 415, 420, 436, 440, 445, 450, 457, 465, 473, and 480. For honors students majoring in this department, one must pass a minimum of nine hours of honors courses within the discipline and a minimum of nine hours from the honors courses of other departments. Each course must be passed with a B or better. No more than 18 hours of honors courses are required for the honors degree. For other honors program policies, see “Honors Program” found in the “Administration of the Curriculum” section of this catalogue.

**100 Developmental English (3).** Institutional credit only.

Required for admission to ENG 101 for students judged by the English department to need added instruction in writing skills before enrolling in ENG 101 and/or whose ACT English or Reading sub scores are 21 or below (SAT verbal scores are 490 or below). This course does not fulfill the core requirement, nor does it count toward the 124 hours required for graduation. Must be passed with a C- or above to enter 101. Students taking ENG 100 must also register for EDU 110. *(Fall only)*

- 101 Freshman English I (3).**  
Instruction in the writing process to develop skill in producing expository and persuasive writing, including the research essay. Emphasis on the Christian responsibility to use language effectively and ethically. Must be taken within first semester at Belhaven or immediately after completion of ENG 100. Must be passed with a C- or above to enter ENG 102. *(Fall and spring)*
- 102 Freshman English II (3).** Prereq: ENG 101 with at least a C-.  
An introduction to the literary genres and critical writing. Emphasis on critical reading and evaluation of literary texts from a Christian perspective. Must be taken within first semester at Belhaven or immediately after completion of ENG 101. *(Fall and spring)*
- 121 Advanced Freshman English (3).**  
Open only to freshmen judged by the English department to be exceptionally proficient in English. An introduction to the literary genres and instruction for development of skill in expository and critical writing, including the research essay. Emphasis on critical reading and evaluation of literary texts from a Christian perspective. If students pass ENG 121 with a grade lower than C, they must successfully complete ENG 101. Students failing ENG 121 must successfully complete ENG 101 and 102. *(Fall only)*
- 201, 202 Survey of British Literature (3, 3).** Prereq: ENG 101 and 102 or ENG 121.  
A survey spanning from the Anglo-Saxons and culminating in contemporary authors with the division of the courses occurring after the Restoration and 18th century. Emphases are on major authors, literary historical periods, and basic interpretive skills. *(201, fall only; 202, spring only)*
- 203, 204 Survey of World Literature (3, 3).** Prereq: ENG 101 and 102 or ENG 121.  
A survey of major continental authors and their writings, the literary historical periods, and the linguistic cultures of various nations. ENG 203 covers the Greco-Roman and Hebrew-Christian periods through the Renaissance; ENG 204 from the Enlightenment to the modern and postmodern eras. *(203, fall only; 204, spring only)*
- 205, 206 Survey of American Literature (3, 3).** Prereq: ENG 101 and 102 or ENG 121.  
ENG 205 is a survey which begins with the colonial authors and concludes with the Transcendentalists. ENG 206 surveys the period from approximately 1900 to the present. Emphases are on major authors, the emergence and shaping of American literature, and basic interpretive skills. *(205, fall only; 206, spring only)*
- 225 Ancient Literature to the Enlightenment (3).** Prereq: ENG 101 and 102, or 121, and Sophomore status.  
This survey of seminal works of literature from the ancient world to the Enlightenment explores the worldview, function, and meaning of these works from a Christian perspective. **(Fall only) Course must be taken simultaneously with HIS 225 and HUM 225.**
- 226 Literature from the Enlightenment to the 21<sup>st</sup> Century (3).** Prereq: ENG 225.  
Using seminal texts from the mid-18<sup>th</sup> century to our present age, this course examines literary responses to modern and postmodern thought from a Christian worldview. **(Spring only). Course must be taken simultaneously with HIS 226 and HUM 226.**
- 302 History and Grammatical Structures in English (3).** Prereq: ENG 101 and 102 or ENG 121.  
A systematic study of traditional English grammar. Includes summaries of language acquisition and the history of the language. Not accepted toward the English requirement for the B.A. degree in humanities. May not be taken as an independent study. *(Fall only)*
- 303 Effective Writing in Bibliography and Research (3).** Prereq: ENG 101 and 102 or ENG 121.  
Instructive guidance in the effective writing of extensive research papers of literary criticism written according to

the MLA guide to documentation. The student is led through a mastery of the progressive steps of the research and writing procedure. Course includes summaries of literary theories. May not be taken as an independent study. *(Spring only)*

- 400 Classical Literature in Translation (3).** Prereq: ENG 101 and 102 or ENG 121.  
The course will cover various genres of Greek Literature, including a close study of specific texts in translation. Topics to be covered will include epic and lyric poetry, tragic and comic drama, history, philosophy and oratory. Authors studied will include Homer, Pindar, Plato, and three major tragedians: Aristophanes, Thucydides, and Demosthenes. *(Spring odd years)*
- 402 English Capstone Studies (1).** Prereq.: Junior status or permission of department chair.  
This course covers a wide span of vocational and relational issues germane to an English major. Includes presentations from graduate school representatives and a wide swath of other professionals. Intensive reading in vocational issues. Writing will include resumes, application letters, and surveys of vocational possibilities. Course will also include preparation for professional school entrance examinations. *(Spring only)*
- 415 Shakespeare (3).** Prereq: ENG 101 and 102 or ENG 121.  
Study of the major plays and sonnets. *(Fall only)*
- 436 Romantic British Literature (3).** Prereq: Six hours toward the survey course requirements, or instructor's permission. Beginning with Blake, students read through the works of major British Romanticists (e.g., Wordsworth, Coleridge, Byron, Shelley, and Keats). Emphasis is upon poetry, but prose is included. *(Fall, even years)*
- 440 Victorian British Literature (3).** Prereq: ENG 101 and 102 or ENG 121.  
A study of the intellectual, spiritual, and social movements of the 19th century, with special emphasis upon the relation of these trends to current fads and problems. This examination includes major Victorian poets (e.g., Tennyson, Browning, and Arnold) as well as prose commentators and novelists (e.g., Eliot, Scott, and Hardy). *(Fall, odd years)*
- 445 Modern British Literature (3).** Prereq: ENG 101 and 102 or ENG 121.  
An in-depth survey of major writers of poetry, drama, and fiction from 1890 to the present, including Irish writers. The literature in the course moves philosophically from modern to postmodern. *(Spring, odd years)*
- 450 Development of the British Novel (3).** Prereq: ENG 101 and 102 or ENG 121.  
A critical and historical study of the English novel from its beginnings with Defoe to the experimentation within the modern period. The course describes the novel as a particular genre with well-defined antecedents. *(Spring, even years)*
- 457 Development of the American Novel (3).** Prereq: ENG 101 and 102 or ENG 121.  
Representative American novelists from Brown and Hawthorne to the modern era. Emphasis on changes in the genre through the historical periods, both in regard to stylistic form and thematic content. *(Fall, odd years)*
- 465 Contemporary American Literature (3).** Prereq: ENG 101 and 102 or ENG 121.  
A study of American poetry, drama, and fiction from 1910 to the present. The course builds on American realism and naturalism and proceeds into the modern and postmodern eras. *(Spring, even years)*
- 470 The Bible as Literature**  
An examination of the literary forms, themes, and purposes of selected genres from the Old and New Testaments. Course surveys the writings in their literary, historical, and sacred contexts.
- 473 Christian Masterpieces (3)**  
A study of major Christian works of the Western literary tradition from Augustine to T. S. Eliot.
- 480 Special Topics in English Studies (3).** Prereq: ENG 101 and 102 or ENG 121.  
Covers selected topics not studied extensively in other courses. May be repeated for differing topics.
- 490 Tutorial (1-3).** Prereq: ENG 101 and 102 or ENG 121.

An opportunity for students with the requisite background in English studies to do advanced research work on selected topics or to engage in an advanced creative writing project. Offered by arrangement with an English department faculty member.

- 492 Internship (1-3).** Prereq: ENG 101 and 102 or ENG 121.  
Supervised practical experience in a position that calls upon skills developed by the English major. May be within the English department or an approved public or private company or agency. Open to junior or senior English majors. Approval of the departmental chair and the division chair must be obtained. The course is graded on a pass/fail option. Refer to "Student Intern Programs and Practicums" for further requirements.

## English Language Teaching (ELT)

A minor in English Language Teaching requires 18 hours to include: ENG 302, ELT 303, 304, 311, 312, and IST 300.

- 303 Introduction to Linguistics (3).**  
Introduction to the basic theoretical frameworks for describing the world's languages: phonetics, phonology, morphology, syntax, semantics, lexicography, pragmatics, and discourse analysis. (Formerly IST-303)
- 304 Language Acquisition Skills (3).** Recommended Prereq: ELT 303  
Introduces field methods for rapid adult language acquisition, such as "total physical response." This is an applied approach to learning a non-Western language. (Formerly IST-301)
- 311 TESOL Methods/Pedagogy (3).**  
This course is designed to present methods for teaching English as a Second or Foreign Language. Methods are based on practical application of theories of language acquisition and good teaching practices. (Formerly TESL-311)
- 312 TESOL Practicum (3).** Prereq: ELT 311  
This course allows students to observe and participate in practical teaching experiences with second language learners. ELT-311 is a prerequisite. Students will participate in text evaluation, lesson development, and teaching experiences in ESL settings.

## English as a Second Language (ESL)

Director Leavelle

Students enrolled in ESL may receive up to 12 hours of foreign language credits for their total degree requirements. Permission to do so is granted through the Department of Foreign Languages and the English Department.

### Beginning Level

- 080 Beginning Conversation and Idioms (3).**  
For students whose conversational English is very limited. This course is designed to introduce students to basic dialogues of everyday English and aid them in using these in controlled and then communicative situations. Students in enrolled in this course must also attend the ESL lab a minimum of one hour per week (per course).
- 081 Beginning English Language (3).**  
For ESL students who have limited vocabulary and little knowledge of English. This course focuses on basic beginning English, focusing on development of basic vocabulary, sentence structure, and writing. Students in enrolled in this course must also attend the ESL lab a minimum of one hour per week (per course).
- 082 Beginning Reading/Vocabulary (3).**  
For ESL students who have limited vocabulary and little knowledge of English. This course introduces students to necessary vocabulary to read simple sentences in everyday situations, building gradually to more intermediate vocabulary. Students in enrolled in this course must also attend the ESL lab a minimum of one hour per week (per course).



**083 Beginning Listening (3).**

For ESL students who comprehend less than 50% of aural English. This course is designed to coordinate with the beginning writing and reading classes to build student listening comprehension through a variety of listening activities including dictation. Students in enrolled in this course must also attend the ESL lab a minimum of one hour per week (per course).

**Low Intermediate Level****090 Low Intermediate Conversation/Idioms (3).**

For students who have completed beginning English work, but who are not able to understand native speakers in conversation. This course continues development of students' conversational skills through dialogue and idioms. Students in enrolled in this course must also attend the ESL lab a minimum of one hour per week (per course).

**091 Low Intermediate Writing/Grammar (3).**

For students who have completed beginning English work, but are not ready to write longer paragraphs. This course focuses on the grammar and writing of paragraphs, building confidence with the basic tenses and adding the other perfects as well as more compound and complex sentence structures. Students in enrolled in this course must also attend the ESL lab a minimum of one hour per week (per course).

**092 Low Intermediate Reading/Culture (3).**

For students who have completed beginning English work, but who are not able to read advanced level texts. This course develops students reading skills to a level equal to 8<sup>th</sup> grade, using reading in context to build passive and active vocabulary. Students in enrolled in this course must also attend the ESL lab a minimum of one hour per week (per course).

**093 Low Intermediate Listening/Notetaking (3).**

For students who have completed beginning English work, but who are not able to comprehend lectures at advanced level texts. This course develops students ability to focus in longer and longer listening situations through activities including dictation, notetaking practice, and games. Students in enrolled in this course must also attend the ESL lab a minimum of one hour per week (per course).

**High Intermediate Level**

**110 Intermediate Writing/Grammar (3)** For students who have completed low intermediate English work, but are not ready to write essays. This course focuses on the grammar and writing of paragraphs, building confidence with the basic tenses and adding the other perfects and subjunctive tenses as well as more compound and complex sentence structures. Students in enrolled in this course must also attend the ESL lab a minimum of three hours per week.

**120 Intermediate Reading/Culture (3)** For students who have completed beginning English work, but who are not able to read advanced level texts. This course develops students reading skills to a level equal to 8<sup>th</sup> grade, using reading in context to build passive and active vocabulary. Students in enrolled in this course must also attend the ESL lab a minimum of three hours per week.

**130 Intermediate Listening/Notetaking (3)** For students who have completed beginning English work, but who are not able to comprehend lectures at advanced level texts. This course develops students ability to focus in longer and longer listening situations through activities including dictation, notetaking practice, and games. Students in enrolled in this course must also attend the ESL lab a minimum of three hours per week.

**140 Intermediate Conversation/Idioms (3)** For students who have completed beginning English work, but who are not able to understand native speakers in conversation. This course continues development of students' conversational skills through dialogue and idioms. Students in enrolled in this course must also attend the ESL lab a minimum of three hours per week.

**Advanced Level**

**150 Advanced Writing and Grammar (3):** For students for whom English is a second language. This course is required for students judged to need added instruction in writing skills before enrolling in ENG 101. For qualified students, this course fulfills three hours of foreign language toward the graduation requirements. Must be passed with a C- or above. Course may be repeated, but may only be taken once for credit. Students in enrolled in this course must also attend the ESL lab a minimum of two hours per week.



## Film Production (FLM)

Assistant Professor Negron, Chair

The Belhaven Film Production program is a rigorous, hands-on experience where students learn how to communicate and tell stories through the medium of film in a Christ-centered environment. Students will be trained in all aspects of filmmaking to best develop their knowledge and wisdom and to understand how they can best serve in this industry. Students will graduate with a portfolio and a post-graduation plan that will help them prepare for their professional and ministerial futures.

### 101 Film Production Lab (1 credit)

Students participate on a student or faculty-led film production and learn how to perform various roles on a film set. Mandatory film shoots will take place over a weekend or evenings. Attendance at production meetings throughout the semester is also required. Fall only. *(No prerequisite)*

### 102 Film Production Lab (1 credit)

Students participate on a student or faculty-led film production and learn how to perform various roles on a film set. Mandatory film shoots will take place over a weekend or evenings. Attendance at production meetings throughout the semester is also required. Spring only. *(No prerequisite)*

### 105 Intro to Digital Production (3 credits)

This course introduces students to the function and use of digital video and audio equipment as well as techniques that will help students create better digital videos. This is a hands-on course, where students will learn how to shoot, record sound, and edit while making a series of short digital projects. *(Film majors in the Fall only. Open to all in Spring.)*

### 110 Dynamic Visual Storytelling (3 credits)

This class familiarizes students with various visual storytelling tools used to deliver messages in the most dynamic and effective manner possible. Students will watch/discuss clips of innovative films and complete short writing and visual projects. *(No prerequisite)*

### 120 Film Appreciation (3 credits)

This is an introductory course that examines the elements that comprise the craft and business of filmmaking. Students will develop a basic understanding and appreciation of what it takes to finance, write, plan, shoot, edit, and market a film. Students will also learn to apply aesthetic criteria for interpreting and evaluating films. *(No prerequisite)*

### 201 Film Production Lab (1 credit)

Students participate in key positions on a student or faculty-led film production. Mandatory film shoots will take place over a weekend or evenings. Attendance at production meetings throughout the semester is also required. Fall only. *(FLM 101 or FLM 102 is a prerequisite)*

### 202 Film Production Lab (1 credit)

Students participate in key positions on a student or faculty-led film production. Mandatory film shoots will take place over a weekend or evenings. Attendance at production meetings throughout the semester is also required. Spring only. *(FLM 101 or FLM 102 is a prerequisite)*

### 205 History of American Film (3 credits)

This is a historical and critical investigation of American films from the invention of film to present day. Content will include major periods, cultural influences, genres (including Christian films), defining films and artists, technological advances, and the impact of film on society. *(No prerequisite)*

### 210 Cinematography (3 credits)

This course is designed to develop storytelling techniques through all aspects of cinematography from theory to application. Topics include learning the basic parts and functions of cameras, lenses, lighting and accessories, as well as cinematic techniques and aesthetics. *(FLM 105 is a prerequisite)*

- 215 Editing (3 credits)**  
This course will cover the post-production process of digital film/video, with emphasis on editing video and audio on Adobe Premiere. Topics will include editing skills, media management and workflow, audio mixing, motion graphics, and color-correction. *(No prerequisite)*
- 301 Film Production Lab (1 credit)**  
Students take leadership positions on a student or faculty-led film production. Mandatory film shoots will take place over a weekend or evenings. Attendance at production meetings throughout the semester is also required. Fall only. *(FLM 201 or FLM 202 is a prerequisite)*
- 302 Film Production Lab (1 credit)**  
Students take leadership positions on a student or faculty-led film production. Mandatory film shoots will take place over a weekend or evenings. Attendance at production meetings throughout the semester is also required. Spring only. *(FLM 201, FLM 202, or FLM 301 is a prerequisite)*
- 305 Film Production (3 credits)**  
This course gives students a hands-on experience of making a short film from beginning to end. Topics include script development, pre-production, production, and post-production. Mandatory film shoots will take place over a weekend or evenings. *(FLM 105)*
- 315 Directing for Screen (3 credits)**  
This course covers the fundamentals of screen directing; topics include script breakdown, directing the actor, scene blocking, and communication with crew. Students will also analyze and critique the styles and approaches of significant directors. *(FLM 110 and FLM 210)*
- 320 Film Careers (1 credit)**  
Students will research different careers in film and video production and will create a personal career plan to enter the industry. *(Film Production majors or minors in their Junior or Senior year)*
- 401 Film Production Lab (1 credit)**  
Students will produce or direct a student-led film production. Mandatory film shoots will take place over a weekend or evenings. Attendance at production meetings throughout the semester is also required. Fall only. *(FLM 301 or FLM 302 is a prerequisite)*
- 402 Film Production Lab (1 credit)**  
Students will produce or direct a student-led film production. Mandatory film shoots will take place over a weekend or evenings. Attendance at production meetings throughout the semester is also required. Spring only. *(FLM 301, FLM 302, or FLM 401 is a prerequisite)*
- 420 Special Topics for Film (3 credits)**  
This course will serve to enrich the current film production curriculum by rotating topics every academic year. *(No prerequisite)*

## French (FRE)

- 101-102 Elementary French (3-3).**  
This course is designed to provide an introduction to the French language. The course aim is the development of communicative competence at the elementary level in the areas of writing and speaking and oral and reading comprehension. In this course the student is also exposed to an overview of the cultures of the French speaking areas of the world. *(101, fall only; 102, spring only)*
- 201-202 Intermediate French (3-3).**  
This course provides a review of and expansion on the communicative skills introduced in FRE 101-102. Students are also given an introduction to French literature through selected readings. The course is conducted primarily in French. *(201, fall only; 202, spring only)*

## Geography (GEO)

### 301 Introduction of Modern Geography (3).

A one-semester course introducing the five foundational themes in contemporary geography: location, place, human/environment interaction, movement, and regions. (*Online only*)

## German (GER)

### 101-102 Elementary German I-II (3-3)

An introduction to written and spoken German, emphasizing the fundamentals of vocabulary, pronunciation, grammar, and syntax. Exposure to German culture and history is integrated with language study. GER 102 is offered as a continuation of GER 101. Students who have not completed GER 101 at Belhaven must secure written permission from the instructor to take GER 102. (101, fall only; 102, spring only)

### 201-202 Intermediate German I-II (3-3). Prereq.: GER 101-102

This course aims at increased proficiency in writing and speaking through the use of German video regalia as well as an introductory examination of German literature. In-class discussions and outside readings will serve to increase the student's understanding of and appreciation for the cultures of German speaking countries of Europe. This class is conducted primarily in German. (201, fall only; 202, spring only)

## Graphic Design (GDS)

Assistant Professor Turner, Chair

Assistant Prof. Denson

The mission of the Graphic Design Department, in concordance with the mission of the University, is to prepare students spiritually, technically, academically, and artistically to contribute to the world of design while preparing them for the affiliated careers to which God is calling.

This degree program provides a Bachelor of Fine Arts in Graphic Design with an emphasis in Digital & Print Media or an emphasis in Web & Interactive Media. These tracks enable students to develop their God-given talents in Design, as well as related fields, and to understand design from a biblical perspective. Students receive a broad liberal arts education, and studies in not only Graphic Design but with components in Art and Business as well. All of which are keys to preparing them for careers in Design, and/or continued studies at graduate school. Graphic Design students will have real-world experience through internships (GDS312 and 412).

### Graphic Design Major (81 hours total):

- From the Graphic Design Department
  - GDS 110 Computer Graphics (3)
  - GDS 200 Elements of Graphic Design (3)
  - GDS 210 Graphic Design Lab I (3)
  - GDS 211 Graphic Design Lab II (3)
  - GDS 220 Print Design and Production (4)
  - GDS 235 Web Design and Development (4)
  - GDS 300 History of Graphic Design (3)
  - GDS 310 Graphic Design Studio III (3)
  - GDS 311 Graphic Design Studio IV (3)
  - GDS 312 Junior Internship (6)
  - GDS 330 Digital Imaging (3)
  - GDS 350 Typography (3)
  - GDS 412 Senior Internship (6)
  - GDS 440 Portfolio and Resume Development (3)
  - GDS 488 Animation (3)
  - Placement into one of the following with Department Chair approval:
    - GDS 490 Directed Study in Print & Digital Media (4)
    - GDS 495 Directed Study in Web & Interactive Media (4)
- From the Art Department

- ART 120 Drawing I (3)
- ART 125 Perspectives on Creativity and Art (3)
- ART 130 Design I (3)
- ART 131 Design II (3)
- ART 240 Photography I (3)
- ART 241 Photography II (3)
- From the Business Department
  - BUS 320 Introduction to Marketing (3)
  - BUS 327 Small Business Management and Entrepreneurship (3)

A transfer student is required to take:

- At least 18 credit hours of GDS and 6 credit hours of ART courses from Belhaven which must include
  - GDS 210
  - GDS 440
  - ART 120
  - ART 125

**Graphic Design Minor** (21 hours):

The following courses are required for a minor in Graphic Design: ART 120, 130, GDS 110, 200, 210, 211 and 350.

**110 Computer Graphics (3).**

A studio introduction to Graphic Design software with an emphasis on learning the tools, functions, and basic processes involved in using this software within your creative process in order to solve design problems. *(Fall only)*

**200 Elements of Graphic Design (3).** Prereq: GDS 110.

An introduction to key concepts and aspects of Graphic Design including but not limited to the ideas of Branding/Logo creation, Colour Theory & Schemes, Typography, & Print processes & Methods. *(Fall only)*

**210 Graphic Design Studio I (3).** Prereq: GDS 110.

A studio or lab setting class, where projects and lectures are interspersed in order to explore and introduce students to the topics and challenges Graphic Designers face. Topics & projects will incorporate a variety of Graphic Design elements such as, but not limited to, typography, print technology, design principles, colour theory, presentation skills, & 'client-creatives' collaboration. Students will begin to use their design, computer, and communication skills in order to successfully complete the projects. Discussions will also include operating in a professional environment while maintaining the Christian worldview. *(Fall only)*

**211 Graphic Design Studio II (3).** Prereq: GDS 110, GDS 200.

A studio class, that builds upon the knowledge & experiences from GDS 210 It will cover topics not touched upon in GD Studio I or expand upon the design challenges encountered. It is again a setting where projects and lectures are punctuated with projects in order to explore and introduce students to the topics and challenges Graphic Designers run into. Topics & projects will incorporate, but are not limited to, typography, print technology, design principles, colour theory, presentation skills, & 'client-creatives' collaboration. Students will continue to use their design, computer, and communication skills in order to successfully complete the projects. Discussions will also include operating in a professional environment while maintaining the Christian worldview. *(Spring only)*

**220 Print Design & Layout (4).** Prereq: GDS 110.

An Introduction to the process, techniques, & materials used in designing & producing effective print media, through lectures, projects, and presentations. *(Fall only)*

**235 Web Design & Development (4).**

An Introduction to web development & authoring software with an emphasis on learning the tools, functions, and basic processes involved in using this software within your creative process. *(Spring only)*

**300 History of Graphic Design (3).** Prereq: GDS 200 and Junior level standing.

This course explores and develops an understanding of the historical significance of Graphic Design. It will survey past practices and theories behind Graphic Design, as well as discuss how these practices relate to today, and how they impact a Christian worldview. *(Fall, even years)*

- 310 Graphic Design Studio III (3).** Prereq: GDS 210 or 211.  
Designed to stimulate a professional working environment, through design opportunities from (the surrounding) communities, businesses, non-profit organizations, and within the college at large, which will enable students to start applying the knowledge and theory they have been accumulating up to this point. This class will build team unity and servant artistry while maintaining a professional working environment. Students will begin building a portfolio from their projects assignments. All project assignments will be determined by the professor. *(Fall only)*
- 311 Graphic Design Studio IV (3).** Prereq: GDS 210 or 211.  
Designed to stimulate a professional working environment, through design opportunities from (the surrounding) communities, businesses, non-profit organizations, and within the college at large, which will enable students to start applying the knowledge and theory they have been accumulating up to this point. This class will build team unity and servant artistry while maintaining a professional working environment. Students will begin building a portfolio from their projects assignments. All project assignments will be determined by the professor. *(Spring only)*
- 312 Junior Internship (6).** Prereq: Junior level standing.  
These internships with a professional company will be significant to the student's development in Graphic Design. All internships require the approval of the Chair of Graphic Design and will take place directly prior to, during, or directly after their Junior year.
- 330 Digital Imaging (3).** Prereq: GDS 110 recommended.  
Exploration of the creation of images through a digital process, by working through an understanding of the digital camera and it's proper usage, moving into the digital workflow of a digital darkroom, & then finishing with the actual print practices of producing prints from the digital file. *(Spring, even years)*
- 350 Typography (3).** Prereq: GDS-110.  
Exploration of the topic of Typography. It's history, it's importance to design, theories about it's use in design, and it's overall impact in your work as a Graphic Designer in conveying a message. *(Fall only)*
- 412 Senior Internship (6).** Prereq: Senior level standing.  
These internships with a professional company will be significant to the student's development in Graphic Design. All internships require the approval of the Chair of Graphic Design and will take place directly prior to, during, or directly after their Senior year.
- 440 Portfolio and Resume Development (3).** Prereq: Senior level standing.  
This class will demand a portfolio and resume upon its completion of a quality that allows the student to pursue job opportunities in their field. Successful interviewing and portfolio presentation skills will be assessed, discussed, and honed. Discussion and projects will also focus on identifying your worldview and how it relates to your career/calling. *(Fall and Spring)*
- 488 Animation (3).** Prereq: Junior level standing.  
This course is designed to introduce students to 2D and 3D animation. Students will work through a creative process to bring their artwork to life. The student will be introduced to opportunities to use this skill set in their career.
- 490 Directed Study in Print & Digital Media (4)** Prereq: Junior level standing.  
Opportunity for students or instructors to propose a topic of importance to Print & Digital media not specifically covered already in the curriculum and allow for in depth examination of the topic. This course requires Instructor and Graphic Design Chair approval for admittance into the class.
- 495 Directed Study in Web & Interactive Media (4)** Prereq: Junior level standing.  
Opportunity for students or instructors to propose a topic of importance to Web & Interactive media not specifically covered already in the curriculum and allow for in depth examination of the topic. This course requires Instructor and Graphic Design Chair approval for admittance into the class..

## Greek (GRE)

### 101-102 Elementary Greek (3-3).

A study of the grammar and vocabulary of Hellenistic Greek. Primary focus will be on developing reading competency and facility in the Greek New Testament. (*101, fall odd years; 102, spring even years*)

### 201-202 Intermediate Greek (3-3). Prereq: GRE 101-102 or permission of instructor.

A continuation of the study of the grammar and vocabulary of Hellenistic Greek. Primary focus will be on developing reading competency and facility in the Greek New Testament. Offered only when a sufficient number of students need it.

## Health Administration (BHA)

Assistant Professor Duett, Director of Health Administration

The B.S. degree in **Health Administration** requires 45 hours to include: BHA 315, 326, 401, 402, and 411, BUS 210, 304, 309, 326, 362, 395, 412, 414 and 419, and ECO 207.

The B.S. degree in **Health Administration with a Systems Management Concentration** requires 47 hours to include: BHA 315, 326, 401, 402, and 411, BUS 210, 304, 309, 326, 362, 395, and 412, CSC 111, 112, 211 and 212, and ECO 207.

The B.S. degree in **Health Administration with a Public Health Concentration** requires 49 hours to include: BHA 315, 326, 401, 402, and 411, BUS 210, 304, 326, 362 and 412, ECO 207, NUR 324, 325 and 414, and PSY 303, 341, and 352.

### 315 Healthcare Organizations in the United States (3).

This course provides a broad overview of the various functions of the United States healthcare system. The student is introduced to the nature of illness and disease, and utilization characteristics are examined. The various forms of provider models and service delivery systems found in private and public health sectors are described, including ambulatory, acute and long term care. The human, technological, and financial resources required in the delivery of healthcare are examined. Measures of success are discussed, i.e., patient outcome, regulatory compliance, and service efficacy and efficiency. The role of state and local politics in policy formation and implementation are reviewed. The various stakeholders in healthcare delivery are identified.

### 326 Healthcare Quality Management and Outcomes Analysis (3).

This course examines the relationships between business and healthcare outcome measures. Methods for process and outcome improvement are described as well as the statistical application and significance of measuring outcomes.

### 401 Financial Administration of Healthcare (3). Prereq: ACC-213 or BUS-210.

This course provides an overview of healthcare financial management from a Christian worldview; Emphasis on use of financial statements for decision-making purposes and application of financial analysis to budgeting, capital project evaluation, and contracting. Other topics include healthcare coding and billing concepts as well as background information on the legal and regulatory environment and impact on health care delivery.

### 402 Ethics in Health Administration (3).

The course identifies ethical issues for healthcare administrators. It is designed to encourage the student to clarify their personal ethics in regard to administration issues. The various responsibilities involving the managing of populations whose ethics may be divergent are identified. A study of the Christian worldview as it is applied to leadership situations, drawing contrasts between biblically-based principles and competing worldviews through the use of case studies and articles.

### 411 Healthcare Marketing (3).

An overview of the power of marketing in meeting the organizational challenges in today's complex health care environment, particularly managed care. This course explores the art and science of how individuals make health care purchasing choices, and the response necessary to gain market share.



## Health and Physical Education (HPE)

Total education involves education of the soul, mind, and body. The body is God's temple for those who are in Christ; therefore, it is everyone's responsibility to be good stewards of the body God has provided. A physical education minor will prepare students in the basic fundamentals of health and physical education. The minor may also provide another teaching emphasis to those who are seeking employment in education.

### 103 Varsity Sports

Nonacademic credit for one semester hour per semester will be granted for participation on a varsity squad, for a total of four semester hours.

- A. **Basketball-varsity (1).** Nonacademic
- B. **Baseball-varsity (1).** Nonacademic
- C. **Soccer-varsity (1).** Nonacademic
- D. **Tennis-varsity (1).** Nonacademic
- E. **Cross-country-varsity (1).** Nonacademic
- F. **Golf-varsity (1).** Nonacademic
- G. **Softball-varsity (1).** Nonacademic
- H. **Volleyball-varsity (1).** Nonacademic
- I. **Cheerleading-varsity (1).** Nonacademic
- J. **Football-varsity (1).** Nonacademic

### 211 Introduction to Physical Education (3).

This course provides an overview of the profession. It includes a study of the philosophy, history, professional organization, and unique role of physical educators.

### 232 Comprehensive Health (3).

A course to understand the health care necessary to maintain a status of well-being, including fitness, weight control, drug abuse, disease prevention, and safety issues.

## History (HIS)

Associate Professor Parry, Chair

Associate Professor Phillips

Assistant Professor Koefoed

The study of history is an effort to understand past human experiences and to interpret their meaning for the present and the future. Rather than merely a recollection of facts, it involves an examination of peoples' decisions and value systems. The knowledge of history may also provide necessary background for other academic areas.

This department provides survey courses in civilization and United States history. It also offers advanced studies that introduce students to significant historical periods in the United States, to major developments in other cultures, and to the study of theories and practices in politics. The faculty members promote excellence in scholarship and conduct their courses in accordance with the Christian mission of the college.

Students majoring in history must demonstrate "real world" experiences through a variety of courses and activities. They may enter internships that require work in positions that involve practical applications of historical records (e.g. governmental offices, archives, libraries, museums, etc.). They may attend and participate in historical society meetings (e.g. the Mississippi Historical Society, the Southern Historical Society, etc.). All majors must perform guided research and write original treatises suitable for publication in professional journals. Finally, seniors must write essays in the capstone course (Historiography) which reflect their experiences and express an understanding of careers available for history majors.

**History Major:** 39 hours to include 105, 106; 107, 108, 205 (or 205, 225, 226); and 401; and 6 hours of one Foreign Language. It is recommended that majors in history select courses from both European and United States fields. For history majors not minoring in political science, a maximum of nine hours in political science (212, 218, 301, 313, 314, and 316 only) may be applied to the major in history.



**History Minor:** 21 hours to include 105, 106; 107, 108, 205 (or 205, 225, 226); at least six hours of upper-level courses in the department. A maximum of three hours in political science (212, 218, 301, 313, 314, or 316) may be applied to the minor in history.

- 105, 106 United States History (3, 3).** (formerly American Civilization).  
Survey of the history of the United States. HIS 105 traces major political and cultural developments from colonial times through the Civil War, and 106 studies the American experience from the Reconstruction period to the present. *(105, Fall only; 106, Spring only)*
- 107, 108 Civilization (3, 3).** (formerly World Civilization).  
Survey of significant developments in the world's major societies with the emphasis on western civilization. HIS 107 summarizes important political and cultural events through the 15th century, and 108 studies key occurrences through the early 20th century. *(107, Fall only; 108 Spring only)*
- 201, 202 History of England (3, 3).**  
Survey of English constitutional, political, economic, and social developments from the earliest times to the present. HIS 201 summarizes the early period through the 17th century, and 202 examines the modern era. *(201, Fall odd years; 202, Fall even years)*
- 205 Contemporary World History (3).**  
A study of international affairs since World War I, emphasizing recent and current events. It is a selective survey of significant 20th-century political and cultural occurrences, which provides perspective for modern times. *(Fall only)*
- 207 Civil War and Reconstruction (3).**  
This course deals with the background, events, and aftermath of the Civil War. It includes not only the military events but also the political and social aspects of this period, which has had lasting consequences in the American experience. *(Spring, odd years)*
- 223 The Ancient World (3).**  
The development of the social, political, religious, and artistic life of the ancient world to the fall of the Roman Empire in the West. The emphasis is on the indebtedness of later civilization to the ancient world. *(Fall, odd years)*
- 225 Ancient History to the Enlightenment (3).** Prereq.: Sophomore status.  
This course traces the important political and cultural events from the ancient world to the Enlightenment era and includes studies of the development and influence of competing worldviews. *(Fall only)*  
**Course must be taken simultaneously with ENG 225 and HUM 225.**
- 226 History from the Enlightenment to the 21<sup>st</sup> Century (3).** Prereq.: HIS 225  
This course studies the key political and cultural events from the Enlightenment era to the postmodern era and contemporary times and analyzes the development and influence of competing worldviews. *(Spring only)*  
**Course must be taken simultaneously with ENG 226 and HUM 226.**
- 247 World War I (3).**  
This course is a survey of World War I (the Great War, as it was known before WWII). Attention is given to the causes and course of this war, considered by some historians as the most traumatic and significant event in Western Civilization since the fall of the Roman Empire. The impact of the war on the course of twentieth-century history, as for example in the increased role of government regulation of everyday life, is studied. *(Spring, even years)*
- 248 World War II (3).**  
This course is a survey of World War II. Attention is paid to the causes of the war in the failed Peace of Paris of 1919, and as a continuation of the Great War of 1914-1918. The role of the war in defeating Nazi totalitarianism and Japanese militarism, and the war as the origin of the Cold War are studied. World War II as the great crusade of the "greatest generation" will be highlighted. *(Spring, odd years)*
- 275 Birth of the American Nation: Colonization to 1788 (3).**  
This course is the first in a four-course survey of American history. Beginning with the initial discovery of the Americas by Europeans and their motivations for colonization, this course concludes with the American

Revolution. Additional topics covered include the differences between Virginia and Puritan New England, Native American relations, the rise of slavery and transatlantic trade, the consolidation of the British Empire, the First Great Awakening, and the Seven Years War. *(Fall, odd years)*

**276 The Early Republic and Antebellum America: 1788–1860 (3).**

This course is the second in a four-course survey of American history. Beginning with the constitutional debates and the political challenges of the 1790s, this course concludes with an examination of the causes of the Civil War. Additional topics covered include Federalist and Republican political debates, the Lewis and Clark expedition to the West, the War of 1812, the emergence of a national market and democratic culture, slavery in antebellum America, the Second Great Awakening, reform movements, the American Renaissance, and the Mexican-American War. *(Spring, even years)*

**277 Growth of the American Nation: 1860–1924 (3).**

This course is the third in a four-course survey of American history. This course begins with the Civil War. The course concludes in the Roaring Twenties—after World War I—when the United States became politically isolationist but economically even more globalist. Additional topics covered include Reconstruction, the settling of the trans-Mississippi West, the tensions between big business and workers during the Gilded Age and Progressive Eras, the ongoing challenges faced by African-Americans in the Jim Crow era, and World War I. *(Fall, even years)*

**278 The United States and the World: 1924–Present (3).**

This course is the fourth in a four-course survey of American history. Beginning in the Roaring Twenties—when U.S. economic affluence and cultural innovations fired the American imagination—this course concludes with a discussion of recent American history. Additional topics covered include the Great Depression, U.S. involvement in World War II, the Civil Rights Movement, the Cold War—particularly the Korean and Vietnam Wars, the cultural revolutions of the 1960s and 1970s, the Watergate Scandal, and the shaping of contemporary political conservatism and liberalism. *(Spring, odd years)*

**315 Mississippi History (3).**

Survey of the state's history from the earliest Indian cultures to the present. It examines important political and cultural developments that have produced contemporary Mississippi society. *(Fall, even years)*

**320 History of Christianity (3).**

A study of the history of Christianity from the origin of the Christian church to the present. Includes the study of the Early Church Fathers, early church organization, the development of Roman Christianity, Eastern Orthodoxy, and the development and spread of Protestantism. *(Spring only)*

**324 History of Islamic Civilizations (3).**

A study of the history of Islam and the civilizations that have adopted this religion from its origins to the present. Includes the study of Mohammed, the spread of Islam throughout Asia, Africa, and Europe, and the development of the various sects of Islam. *(Fall, even years)*

**331 Medieval History (3).** Prereq: HIS 107, or department consent.

An intensive study of the political and cultural institutions of western Europe during the Middle Ages. It includes an examination of developments in church and government which contributed to western civilization in modern times. *(Spring, even years)*

**332 Renaissance and Reformation (3).** Prereq: HIS 107-108, or department consent. Credit given in either history or biblical studies.

An intensive study of reforms in learning, the church, and society in western Europe during the 14th, 15th, and 16th centuries. It emphasizes the Protestant Reformation and its lasting consequences. *(Fall, even years)*

**336 Empire and Revolution: Anglo-American History, 1688-1789 (3).**

A study of the history of England and the British empire in the 18<sup>th</sup> century, with an emphasis on the American colonies and the American Revolution. Includes the study of the intellectual, political, social, and economic features that bound the British empire together, and the causes of the British Imperial Crisis that resulted in the American Revolution. It begins with England's Glorious Revolution and the thought of John Locke and concludes

with an historical exploration of the U.S. Constitution, the enduring challenges of the American Revolution in the United States, and the Anglo-American context for the French Revolution. (*Spring, even years*)

- 341 The Age of Reason and Revolution (3).**  
A study of western civilization from 1700 to 1815. This course emphasizes the cultural and intellectual developments of the 18th century as well as the political and social upheavals resulting from the American and French Revolutions and the Napoleonic era. (*Spring, odd years*)
- 342 Nineteenth Century Europe (3).**  
A survey of the political, economic, intellectual, and social history of Europe from the Vienna Congress to the First World War. (*Fall, odd years*)
- 351 The South in United States History (3).**  
Survey of the history of the antebellum South as background for the study of political, economic, and social patterns of the "New South" in the 20th century.
- 361 The History of Russia (3).**  
Survey of Russian history from earliest Kievan times to the present. It emphasizes the political, economic, and social developments in the former Soviet Union and devotes attention to contemporary issues. (*Spring, odd years*)
- 362 Cold War (3).**  
This course is a survey of the major events, topics, etc., of the Cold War with emphasis on the relationship between the United States and the Soviet Union. It covers the period from the last days of WW II to the end of the Cold War with the collapse of the Soviet Union in 1991. The Cold War is seen as a reflection of USA-Soviet relations since the Bolshevik Revolution in 1917. How the Cold War shaped international relations in the second half of the twentieth century is studied. (*Spring, even years*)
- 401 Historiography (3).** Prereq: Senior standing.  
This seminar includes the critical study of outstanding historians from the ancient world to the present, and it examines current methods in historical research, analysis and writing. The course addresses such questions as: What counts as historical evidence? Can historians be fully objective in their research and writing? What is the balance between understanding the past as it actually was and making the past relevant to present concerns? This course is required of all history majors as preparation for their history-related careers in the historical discipline. (*Fall only*)
- 410 Special Topics in History (3-6).**  
This course covers selected areas not studied extensively in other courses and may be repeated for different topics.
- 491 History Seminar I (1).**  
This course is a capstone for history majors who, with the direction and approval of the instructor, will identify a problem for research and critical analysis. Students will demonstrate the ability to formulate a historical problem, explore and gather relevant resources, and prepare an annotated bibliography. (*Fall only*)
- 492 History Seminar II (1).**  
A continuation of HIS491. Students must complete a 20-page analytical essay on an approved topic. Students will also complete a professional resume, complete the departmental exit exam, and meet any other departmental requirements. (*Spring only*)

## Homeland Security (HLS)

- 200 Homeland Security (3).**  
This course analyzes the challenges of formulating and implementing U.S. national security policies.

**300 Emergency Management (3).**

This course focuses upon the management of disasters by people, groups, organizations, communities and governments including social, physical, business, and infrastructure problems.

**310 Domestic and International Terrorism (3).**

This course explores ideological theories of terrorism, identifies trends and patterns of terrorism, and provides strategies to address the threat of terrorism.

**400 Intelligence Research, Method & Analysis (3).**

This course provides the history of intelligence-gathering and methods for research planning, data collection, and analysis of the various methodologies utilized by academic, government, and corporate entities.

**410 Critical Infrastructure Protection (3).**

This course focuses on understanding the history, vulnerability, and need to protect the nation's critical infrastructure and key resources.

**420 Counter-Terrorism (3).**

This course examines key policy issues that must be addressed in strategic counterterrorism planning, particularly in the use of applied technology within the context of civil jurisdiction and rule of law.

**Honors Colloquium (HNS)**

Associate Professor Thorson, Dean of the Honors College

The Honors College of Belhaven University seeks to prepare students to serve Christ in the world of ideas. Since ideas have consequences, students need to be prepared to critically evaluate ideas and how they shape culture. Through interdisciplinary seminars involving reading, discussion, and written and oral presentation, as well as interaction with guest speakers, students examine premodern, modern, and postmodern worldviews in ways that promote Christian discernment and creative responses.

**101-102, Honors Colloquium (3-3).** Prereq: see "Honors College" under "Administration of the Curriculum"

**201-202,** An interdisciplinary seminar exploring diverse topics from the humanities, sciences, and arts. Through reading  
**301-302,** and round-table discussion with faculty and peers, students hone their ability to critically evaluate ideas from a  
**401-402** Christian perspective and articulate responses both orally and in writing.

**Humanities (HUM)**

**225 Biblical Themes I (1).** Prereq.: Sophomore status.

This course traces a number of Biblical themes in the development of worldviews from a Pre-Modern, Modern and Postmodern perspective. Attention is given to the understanding of these themes in the context of the reigning civilizations through the ages. (*Fall only – must be taken simultaneously with HIS 225 and ENG 225*).

**226 Biblical Themes II (1).** Prereq.: HUM 225

This course continues the study of Biblical themes in the development of worldviews from a Pre-Modern, Modern and Postmodern perspective. Attention is given to the understanding of these themes in the context of the reigning civilizations through the ages. (*Spring only- must be taken simultaneously with HIS 226 and ENG 226*).

**301 Interdisciplinary Studies in the Humanities I (3).**

An interdisciplinary course that studies the role of worldview during the premodern period to the end of the 19th century. Pertinent works from drama, literature, music, science, philosophy, and theology are studied to gain an understanding of the spirit of the age. Professors from the various disciplines will lead discussion on relevant works to see how the leading thinkers of this age answered the perennial questions of God, man, the world, and

how these interrelate. The integration of this knowledge with the Christian world and life view is the ultimate aim of this course. (*Fall, odd years*)

**401 Interdisciplinary Studies in the Humanities II (3).**

An interdisciplinary course that studies the role of worldview during the 20th century. Pertinent works from drama, literature, music, science, philosophy, and theology are studied to gain an understanding of the spirit of the age. Professors from the various disciplines will lead discussion on relevant works to see how the leading thinkers of this age answered the perennial questions of God, man, the world, and how these interrelate. The integration of this knowledge with the Christian world and life view is the ultimate aim of this course. It includes an integrative paper that demonstrate the student's ability to use material from other courses. Part of the research paper involves the off-campus experience. The student will interview one or more who work(s) in this field and incorporate this work into his paper. (*Spring, even years*)

**402 Classical Education Studies Capstone (1).** Prereq.:Senior status or permission of department chair.

This course covers a wide span of vocational and relational issues germane to a Classical Education Studies major. Includes presentations from a wide swath of professionals in educational, legal and non-profit fields, as well as reading on vocational issues. Writing will include resumes, application letters, and surveys of vocational possibilities. Course will also include preparation for professional school entrance examinations. (*Spring only*)

## Interdisciplinary Studies (IDS)

The Interdisciplinary Studies Program is designed for the student who wishes to have a broad educational experience with course work in 2-5 different disciplines. It allows the student to customize their course of study into areas of interest, and allows them to make the best use of previous college credits. An important goal in the Interdisciplinary Studies Program is to help students in their ability to appropriately interrelate their study and the Christian faith. In addition to the 2-3 Interdisciplinary majors which form this program, students will complete a general education core.

**B.A. in Interdisciplinary Studies:** 124 hours to include all General Education coursework as well as IDS 499, WVC 401 and 42 hours of course work from 2-3 area concentrations.

At least 9 hours must be taken in each area. Upon declaring as an Interdisciplinary Studies major, the student must meet with the Associate Dean of LifeQuest. The associate dean will work with the student to identify appropriate courses to finish out the degree program. The student and associate dean must develop and sign a contract for completion and any deviation would need to be approved by the associate dean.

**342 Worship Arts Laboratory (1-1).**

A workshop and production ensemble intended for music majors with an emphasis in Worship Arts. Here, worship services are designed, rehearsed and presented. Every semester, a different arts area (Creative Writing, Dance, Graphic Design, Theatre, Visual Art) will be integrated with music preparations for worship facilitated by a team teaching approach including a music faculty member and another arts faculty member co-leading the course. (*Fall and Spring*)

**382-383 History of Arts in Worship I-II (2+2).**

A survey for music majors with an emphasis in Worship Arts. This two semester sequence incorporates all of the Arts where students will learn how the arts have been utilized in worship during the past millennia, where the church is today with the inclusion of the Arts in worship, and a vision of the future for how the Arts in worship might be even more broadly inclusive. (*382, Fall, odd years; 383, Spring even years*)

**396 Worship Arts Internship (2).** Prereq: permission of Music Chair.

During the last semester of study at Belhaven (earlier by approval of the Music Chair), music majors with an emphasis in Worship Arts must fulfill a one semester internship in a local church. Employment at a church in a church music role is permitted to fulfill this requirement so long as the internship objectives are met. Belhaven University policy requires an overall GPA of 2.75 to do an internship. Open only to music majors with an emphasis in Worship Arts. Graded on a pass/fail basis. (Refer to "Student Intern Programs and Practicums" for further requirements.) (*Offered on demand*)

## International Studies (IST)

Assistant Professor White, Chair

### International Studies:

The **international studies** department educates students in a manner to enhance their opportunities for success in global careers. The international studies major provides the student with an interdisciplinary, internationally focused education in language, history, geography, philosophy, Bible, political science, humanities, business, and experiential study abroad. International Studies majors may participate in a specialized track in their chosen vocation, using available elective courses under the direction of the discipline director and the international studies coordinator. As a Christian liberal arts university, Belhaven emphasizes the importance of Christian values and ethics.

In addition to the general education courses required for graduation, the bachelor of arts in international studies requires 52 hours to include: BIB 210 and 408; BUS 420; IST 202, 300, 305, 306, 401 or 450, 402, 403, and 444; ELT 303 and 304; plus one of the following Political Science courses: PSC 311, 316 or 319.

\*for ELT courses, see the [English Language Teaching](#) course descriptions.

## Intercultural Studies (ICS)

Assistant Professor White, Chair

### Intercultural Studies:

The **intercultural studies** major is for students who plan to be involved in international service or to work in community development. Their program involves an integration of the theology of global engagement and cross-cultural skills. As a Christian liberal arts university, Belhaven emphasizes the importance of Christian values and ethics.

In addition to the general education courses required for graduation, the bachelor of arts in intercultural studies requires 42 hours to include: BIB 210, 360, 408, 411, and 412,; IST 202, 300, 305, 306, 402, 403, 444, and 456; and ELT 303 and 304.

\*for ELT courses, see the [English Language Teaching](#) course descriptions.

### Global Studies minor:

The International Studies department also offers a minor in Global Studies which requires 15 hours to include: IST 202, 300, 305, 444 and 456, as well as BIB 408.

#### **202 Introduction to Global Studies (3).**

Introduces a theoretical framework for integrating the various disciplines from which the IST majors and Global Studies minor draws its courses. The five themes are: geography (places), anthropology (people), economics (production), politics (power), and history including proclamation of the gospel. *(Fall only)*

#### **300 Intercultural Communication (3).**

Explores the theoretical and practical dimensions of cross-cultural communication that occurs both internationally and domestically. This course will focus on the principles of communication, including perceptions, worldviews, identity, conflict, and verbal and nonverbal language expression, for effective engagement in another culture.

#### **305 Current Global Trends (3).**

Focuses on relevant world news and current global trends such as globalization, urbanization, cultural intelligence (CQ), and kingdom professionals engaged in the global workforce. *(Fall only)*

#### **306 Ethnographic Research (3)**

Emphasizes the cross-cultural skillset of qualitative ethnographic research, which answers three basic questions: Who are the people? What are they like? And how can their spiritual and physical needs be met? Through practical application, this course will address how to discover a culture's core values by asking powerful questions and how to synthesize, analyze, and report one's findings. *(Spring)*

#### **401 Semester Abroad (12-15).** Prereq: IST 202, 306, 444, ELT 303, ELT 304, and junior or senior standing.

Study abroad or international internship during junior or senior year. May include study abroad through CCCU or other accredited academic institution, or semester abroad specific to student's culture of interest. Foreign language



in an immersed setting is a required component of the semester abroad. For international students or those with substantial international experience, a cross culturally significant internship in a firm, organization, agency, or institution may be accepted. (*Fall and Spring*)

- 402 Capstone Project (3).** Prereq: IST 401, 450 or 456  
Reflects assimilation of knowledge from semester abroad, Christian worldview, and international studies curricula.
- 403 Cross-Cultural Methods (3)**  
Covers methods for implementing anthropological theory in cross-cultural communication. Includes topics such as contextualization, spiritual warfare, business-as-mission, orality, media, narrative pedagogy, and cross-cultural leadership. Emphasizes practical strategies to bringing peace, proclaiming the gospel, and addressing the world's physical needs in health and development without causing unintended harm such as dependency or consumerism. (*Spring only*)
- 444 Cross-Cultural Immersion Theory (1).**  
Addresses the theoretical components of cross-cultural immersion experiences including culture shock, health concerns, safety issues, spiritual climate, and team dynamics. It also speaks to logistics in obtaining passports, visas, immunizations, and financial support. This course specifically prepares students for their global practicum. (*Spring only*)
- 450 Internship (1-12).** Prereq: IST 202, 306, 444, and junior or senior standing.  
This course is designed to give the student practical experience in either conducting a specific research project or in a professional position within an approved private firm or public agency. This course is open only to students majoring in international studies. A minimum GPA of 3.0 is required and approval by the supervising chair must be obtained. The course may be graded on a letter bases or on a pass or fail, at the request of the faculty supervisor and the student. If the student is substituting IST 450 for IST 401, then the student will be required to take an additional 6 hours of foreign language. (*Fall and Spring*)
- 456 Global Service-Learning Practicum (2-4).**  
Provides a unique experiential learning opportunity to practice skills learned in the minor while simultaneously serving a community - ideally through the means of one's academic discipline. The hands-on service-learning component is experienced in a cross-cultural context, usually an international setting. (*Summer – online only*)

## Leadership Studies (LDS)

Director of Student Leadership

- 210 Leadership Seminar: BLC (1).**  
The members of the Belhaven Leadership Council (BLC) exist to serve the best interests of the student body by giving distinctive Christian leadership and service in all areas of influence, collectively and within each specific office. The work and service of the BLC is driven by the desire to fulfill the unique vision and mission of Belhaven University by partnering with administration, staff, faculty and students to help fulfill and promote the mission in the spirit of the university motto, "to serve, not to be served." The Leadership Seminar course will introduce Biblical principles for effective leadership. From this foundation, students will be challenged in their individual areas of responsibility and as a team to complete their respect office responsibilities as outlined in the BLC Constitution. The course is designated for students currently holding positions on the Belhaven Leadership Council.
- 211 Leadership Seminar: Peer Leader (1).**  
A Peer Leader serves the incoming students during Welcome Week (fall orientation) by assisting in their first days at Belhaven University. The Peer Leader team is critical to the orientation process for all new students. Peer Leaders are required to participate in Peer Leader Training, serve in as an extension of the Student Leadership staff, meet new students and their families and help them become acclimated to college life at Belhaven University. The Leadership Seminar course will introduce Biblical principles for effective leadership. From this foundation, students will be challenged and equipped to lead in their role and responsibility as a Peer Leader and as a team. Students may also have the opportunity to interact and lead new students at designated meetings throughout the fall semester and assist the Director of Student Leadership with leadership programming when applicable. The course is designated for students selected as a Peer Leader.



**212 Leadership Seminar – RA**

The members of the Resident Assistant (RA) staff exist to serve resident students specifically, as well as the entire campus community, by maintaining a positive living and learning environment in the residence halls and across campus. The Leadership Seminar course will introduce Biblical principles for effective leadership. From this foundation, students will be challenged in their responsibilities as outlined in the RA contract. The course is designated for students currently holding positions on the RA staff.

**Mathematics (MAT)**

Assistant Professor Estes, The Yerger Chair, Director of the Engineering Partnership

Assistant Professor Oakley

Mathematics is a source of intrinsic beauty of numbers, shapes, structures, and interrelationships; it is also a tool to help solve practical problems in many fields of human endeavor. The history of mathematics was shaped through interaction with Christianity, and course work reflects the enormous usefulness of mathematics to describe the universe created and sustained by God. The program for mathematics majors is the traditional mathematics undergraduate program. Coursework for non-majors is designed to help students acquire and refine computational and analytical skills needed to function well in their chosen vocations. Mathematics students will have real-world experience through research and hands on projects. MAT 209, 399 or 499.

Mathematics faculty advise mathematics majors and pre-engineering students.

The **Bachelor of Science degree in mathematics** requires 40 hours: MAT 207, 208, 209, 210, 303, 304, 305, 311, 315, 410, and 490 plus six additional hours of MAT at the 300 level or above, and 3 hours of CSC electives.

The **Bachelor of Arts degree in mathematics** requires 40 hours: MAT 207, 208, 209, 210, 303, 304, 305, 311, 315, 410, and 490, 3 hours of CSC electives, plus six additional hours of 300 level or above from ART, BIB, HIS, DAN, EDU, ENG, MUS, PHI, PSC, PSY, SOC, THE, or foreign language.

Physics is recommended to fulfill the core science requirement. Students who choose the pre-engineering option can take the following requirements of (ABET) engineering: MAT 207, 208, 209, 210, 304, and CHE 111-112. (Some engineering disciplines also require CHE 113-114. The pre-engineering student should consult with his advisor and check the engineering school catalog for other specific courses.)

The **mathematics minor** requires 18 hours. Fifteen hours must be at the level of MAT 207 and higher.

**Honors Program:** The mathematics department offers opportunities for students to enroll in honors courses from its department. The following are mathematics general education, elective, and major courses that may be taken as honors courses: MAT 101, 207, 208, 209, and 210. For students majoring in Mathematics, one must pass a minimum of nine hours of honors courses within the discipline and a minimum of nine hours from the honors courses of other departments. Each course must be passed with a B or better. No more than 18 hours are required for the honors degree. For other honors program policies, see “Honors Program” found in the “Administration of the Curriculum” section of this catalogue.

**100 Intermediate Algebra (3).** Institutional credit only.

For students whose mathematics ACT score is 20 or below (SAT math score is 440-490). A study of real numbers, algebraic expressions, algebraic fractions, linear equations/inequalities, quadratic equations, and Pythagorean theorem. This course does not fulfill the core requirement nor does it count toward the 124 hours required for graduation. (*Fall and Spring*)

**101 College Algebra (3).**

For students whose mathematics ACT score is 22 or above (SAT math score is 500 or above). A study of the real number system, equations, inequalities, functions, graphs, zeros of polynomials, conic sections, and the binomial theorem. (*Fall and Spring*)

**102 Plane Trigonometry (3).** Prereq: MAT 101 or consent of instructor. (ACT 23; SAT 530)

Trigonometric functions and graphs, identities, equations, inverse functions, vectors, and applications of these concepts. (*Spring only*)

**110 Quantitative Reasoning (3).** Prereq: ACT score of 22 or above (SAT math score of 500 or above).

A general core alternative to MAT 101, designed primarily for non-science majors. (Not for students planning to take trigonometry or calculus.) Topics include statistical reasoning, probability, logic, problem-solving, estimation, and other analytical skills useful in real-world situations. (*Fall and Spring*)

- 131, 132 Concepts of Mathematics (3, 3).** For majors in elementary education.  
The problem-solving process, sets, logic, integers, number theory, rational numbers as fractions, decimals and percents, probability and statistics, plane and coordinate geometry, and measurement. (*131, Fall only; 132, Spring only*)
- 200 Elementary Statistics (3).**  
An elementary statistics course, emphasizing data collection and analysis needed to evaluate results of statistical studies and make good decisions. It emphasizes assessment of credibility and value of inferences made from data, for those who produce the statistics as well as those who apply the statistics. Thus, knowledge of statistics gives the student a tool to aid in sorting truth from lies (Proverbs 15:14, Proverbs 1:5, Proverbs 2:6).
- 207 Calculus and Analytic Geometry I (3).** Prereq: MAT 102, or consent of instructor.  
Open to freshmen with mathematics ACT score of 25 or above (SAT math score is 580 or above). Concepts of analytic geometry, functions, limits, derivatives, and applications of derivatives. (*Fall only*)
- 208 Calculus and Analytic Geometry II (3).** Prereq: MAT 207.  
Integration, applications of the definite integral, logarithmic and exponential functions with their derivatives and applications. (*Spring only*)
- 209 Calculus and Analytic Geometry III (3).** Prereq: MAT 208.  
Further techniques of integration, infinite series, and topics in analytic geometry. (*Fall only*)
- 210 Calculus and Analytic Geometry IV (3).** Prereq: MAT 209.  
Vectors and vector calculus, three-dimensional space, partial derivatives, and multiple integrals. (*Spring only*)
- 230 Puzzles and Riddles (3).** Prereq: MAT 101, 102, 110, 200 or 207.  
Puzzles and Riddles is an exploration in different mathematically based games, puzzles, and logic riddles. Students will spend time playing with these concepts before delving into developing strategies for success. Topics include but are not limited to Latin Squares, Sudoku, Karuko, Rubik's Cubes, and Logic Puzzles. (Preference in availability will be given to juniors and seniors. This course does not satisfy a General Education Math requirement nor a Mathematics Major elective.)
- 303 Discrete Mathematics (3).** Prereq: MAT 207 or consent of instructor.  
Logic, sets, functions, algorithms, counting, graphs, and selected topics. (*Spring only*)
- 304 Differential Equations (3).** Prereq: MAT 209 or consent of instructor. Recommend: MAT 311.  
Theory and application of ordinary differential equations. (*Spring, even years*)
- 305 Introduction to Mathematical Statistics and Probability (3).** Prereq: MAT 208 or consent of instructor.  
Frequency distributions, statistical constants, curve fitting, correlation and sampling, and basic laws of probability. (*Fall only*)
- 306 Advanced Statistics and Probability (3).** Prereq: MAT 305.  
Continuation of MAT 305 for the further study of various standard probability distributions, moments, moment generating functions, sampling theory, and statistical inference.
- 311 Linear Algebra (3).** Prereq: MAT 207 or consent of instructor.  
Vectors, vector spaces, matrices and determinants, systems of linear equations, and linear transformations. (*Fall only*)
- 314 College Geometry (3).**  
College Geometry serves as a study of axiomatic systems in geometry, including affine, projective, Euclidean, and non-Euclidean geometries and the historical background of their development. Additionally, the course is developed to assist in proof writing and reasoning.

- 315 Proof Exposition (1).** Co-req: MAT 303.  
Proof writing is a critical tool and discipline for one to correctly approach higher mathematics. As a continuation of the proof techniques discussed in MAT 303, students will conduct a self-paced study on tackling proof-based problems through a written lab book with an aim to further develop critical thinking and creative problem solving. *(Fall and Spring)*
- 329 History of Mathematics (3).** Co-req: MAT 303.  
History of Mathematics approaches the development of the broad field of mathematics from a historical perspective. The student will retrace through works of ancient cultures and mathematical giants in chronological order in order to understand the origins of mathematical thought and to develop a deeper appreciation of the current state of the mathematical field.
- 399 Selected Topics in Mathematics (1-3).** Instructor consent.  
Topics chosen from such areas of mathematics as combinatorics, mathematical modeling, mathematics internship, and others. Course can be taken more than once.
- 402 Operations Research (3).** Prereq: MAT 209 or consent of instructor.  
Application of quantitative methods such as linear and dynamic programming, decision theory, simulation, queuing theory, and network analysis; used to solve problems in the areas of mathematics, business, and computer science.
- 409 Modern Algebra (3).** Prereq: MAT 303 or consent of the instructor.  
Sets, relations, functions, groups, rings, and fields. *(Fall, odd years)*
- 410 Advanced Calculus (3).** Prereq: MAT 303 or consent of instructor.  
Advanced treatment of functions, limits, continuity, differentiability, and the definite integral. *(Spring only)*
- 418 Number Theory (3).** Prereq: MAT 303  
Number Theory takes an encouraging and theoretical look at number systems that are often taken for granted. A course in Number Theory introduces the student to classic mathematical ideas in order to develop a stronger understanding of methods of higher mathematics as well as discover truth in a world created by God (Jeremiah 51:15, Isaiah 41:20).
- 421 Topology (3).** Prereq: MAT 303, Co-req: MAT 410 or consent of instructor  
Topology provides a mixture of concrete and abstract mathematics through which students can further development their creative reasoning skills. Topics from general topology covered will include set theory and logic, topological spaces and continuous functions, metric spaces, connectedness and compactness, separation axioms and the Urysohn lemma. Other topics may include classification of surfaces and an introduction to the fundamental group.
- 478 Graph Theory (3).** Prereq: MAT 303. Recommend: MAT 311  
Graph Theory studies networks and relationships between objects from the perspective of theoretical mathematics. The course is designed to introduce students to introductory topics of graph theory such as trees, graph coloring, independence, connectivity, planar graphs, walks, and cycles.
- 490 Mathematical Investigation (3).** Prereq: MAT 303, Recommend: MAT 210, 304, 305, 311 or consent of the instructor.  
Synthesizing mathematical concepts, investigating open-ended problems, and justifying results of analysis of advanced problems through written, oral, and graphic explanation. Utilization of the computer algebra system Mathematica. *(Fall only)*
- 499 Selected topics in Mathematics (1-3).** Prereq: Consent of the instructor.  
Topics to be chosen from such areas of mathematics as number theory, topology, complex variables, and advanced differential equations.

## Music (MUS)

Professor Sachs, Chair  
Professor Girtmon

Professor Sauerwein  
 Professor Xie  
 Specialty Instructor Geihlsler  
 Specialty Instructor Phillips  
 Specialty Instructor O. Rockwell

The Music Department seeks to produce transformational leaders in the musical arts who will have profound influence in their homes, workplaces, communities, concert stages, cultures, Christ's Church and the world. Music majors will gain a real-world experience through public performance required in all degree paths.

### **Bachelor of Arts in Music [No Emphasis]**

(Audition required for admission.)

48 hours and requirements to include: I. Twenty-nine hours in core music courses (MUS 121-122, 123-124, 196, 221-222, 223-224, 321, 325, 380-381, and 384). II. Ten hours (2, 2, 2, 2, 0, 0, 0) in one music performance study area (brass, guitar, harp, keyboard, percussion, strings, voice and woodwinds). III. One hour in MUS 385 Recital I. IV. Six hours in music ensembles appropriate to chosen music performance study area. V. Two hours of electives from the music catalog. VI. Vocalists are required to Pass Piano Proficiency Juries (See below). VII. Complete and pass MUS 495 Senior Comprehensive Exams.

### **Bachelor of Arts in Music [Worship Arts Emphasis]**

(Audition required for admission.)

53 hours in Music + 21 hours in Outside Fields and requirements to include: I. Twenty-nine hours in core music courses (MUS 121-122, 123-124, 196, 222, 223-224, 229[substitute for 221], 321, 325, 380-381, and 384). II. Ten hours (2, 2, 2, 2, 0, 0, 0) in one music performance study area. III. One hour in MUS 385 Recital I. IV. Two hours in music ensembles appropriate to chosen music performance study area (1, 1, 0, 0...); Four hours in Worship Arts Lab (IDS342; 0, 0, 1, 1, 1, 1). V. Eleven hours of advanced courses (MUS 231, 322, 371, 425). VIII. Two hours in Internship (IDS396, Worship Arts). IX. Fourteen additional hours in Outside Fields (CWR211, DAN345, GDS110, IDS382-3, THE110). X. Pass Piano or Guitar and Vocal Proficiency Juries (See below). XI. Complete and pass MUS 495 Senior Comprehensive Exams.

### **Bachelor of Music in Composition**

(Audition required for admission at end of freshman year.)

79 hours and requirements to include: I. Twenty-nine hours in core music courses (MUS121-122, 123-124, 196, 221-222, 223-224, 321, 325, 380-381, 384). II. Twelve hours in advanced theory courses (MUS 335, 336, 337, 338, 426, 435). III. Ten hours (2, 2, 2, 2, 2, 0, 0, 0) in one music performance study area. IV. One hour in MUS 385 Recital I. V. Thirteen hours in private music lessons in composition (0, 0, 1, 1, 2, 3, 3, 3) VI. Two hours in MUS 486 Senior Composition Concert. VII. Six hours in music ensembles appropriate to chosen music performance study area. VIII. Six hours in MUS340 Composers Forum. IX. Pass Piano Proficiency Juries (See below). X. Complete and pass MUS 495 Senior Comprehensive Exams.

### **Bachelor of Music in Performance (Organ and Piano)**

(Audition required for admission at end of freshman year.)

78 hours and requirements to include: I. Twenty-nine hours in core music courses (MUS 121-122, 123-124, 196, 221-222, 223-224, 321, 325, 380-381, and 384). II. Eight hours in advanced courses (MUS 337, 335 or 392, 423, and 434). III. Three hours in MUS357 Piano Pedagogy or MUS359 Organ Pedagogy (same as chosen music performance study area). IV. Twenty-one hours in organ or piano performance study (2, 2, 2, 3, 3, 3, 3, 3). V. One hour in MUS 385 Recital I. VI. Two hours in MUS 485 Recital II. VII. Six hours in large ensembles appropriate to individual student abilities; Eight hours in MUS190-191 Chamber Music and/or MUS353-354 Accompanying. VIII. Complete and pass MUS 495 Senior Comprehensive Exams.

### **Bachelor of Music in Performance (Strings)**

(Audition required for admission at end of freshman year.)

80 hours and requirements to include: I. Twenty-nine hours in core music courses (MUS 121-122, 123-124, 196, 221-222, 223-224, 321, 325, 380-381, and 384). II. Eight hours in advanced courses (MUS 337, 335 or 392, 432, and 433). III. Three hours in MUS360 String Pedagogy. IV. Twenty-one hours in one music performance study area (2, 2, 2, 3, 3, 3, 3, 3). V. One hour in MUS 385 Recital I. VI. Two hours in MUS 485 Recital II. VII. Eight hours in MUS173-174 Orchestra; Eight hours in MUS190-191 Chamber Music. VIII. Pass Piano Proficiency Juries (See below). IX. Complete and pass MUS 495 Senior Comprehensive Exams.

### **Bachelor of Music in Performance (Voice)**

(Audition required for admission at end of freshman year.)

78 hours and requirements to include: I. Twenty-nine hours in core music courses (MUS 121-122, 123-124, 196, 221-222, 223-224, 321, 325, 380-381, and 384). II. Eight hours in advanced courses (MUS 337, 335 or 392, 429, and 431). III. Three hours in MUS 358 Vocal Pedagogy. IV. Six hours in language study (See below). V. Twenty-one hours in vocal performance study (2, 2, 2, 3, 3, 3, 3, 3). VI. One hour in MUS 385 Recital I. VII. Two hours in MUS 485 Recital II. VIII. Eight hours in choral ensembles (MUS 143, 144, 151, 152). IX. Pass Piano Proficiency Juries (See below). X. Complete and pass MUS 495 Senior Comprehensive Exams.

### **Bachelor of Music in Performance [Emphasis in Collaborative Piano]**

(Audition required for admission at end of freshman year.)

78 hours and requirements to include: I. Twenty-nine hours in core music courses (MUS 121-122, 123-124, 196, 221-222, 223-224, 321, 325, 380-381, and 384). II. Eight hours in advanced courses (MUS 337, 335 or 392, 423, and 431 or 432). III. Three hours in MUS 357 Piano Pedagogy. IV. Twenty-one hours in piano performance study (2, 2, 2, 3, 3, 3, 3, 3). V. One hour in MUS 385 Recital I. VI. Two hours in MUS 485 Recital II. VII. Four hours in large ensembles appropriate to individual student abilities; Four hours in MUS 190-191 Chamber Music; Four hours in MUS 353-354 Accompanying; Two additional hours MUS 190-191 and/or MUS 353-354. VIII. Complete and pass MUS 495 Senior Comprehensive Exams.

### **Bachelor of Arts in Music Education – Teacher Preparation [Emphasis in Instrumental Music Education]**

(Audition required for admission.)

67 hours in Music + 24 hours in Professional Education with requirements to include: I. Twenty-nine hours in core music courses (MUS 121-122, 123-124, 196, 221-222, 223-224, 321, 325, 380-381, 384). II. Four hours in advanced music theory courses (MUS 337, 426). III. Seven hours in Music Methods (MUS 112, 113, 114, 115, 352). IV. Two hours in Advanced Conducting (MUS 365-366). V. Two hours in Internship (MUS 397, school placement). VI. Ten hours (2, 2, 2, 2, 2, 0, 0, 0) in one music performance study area. VII. One hour in MUS 385 Recital I. VIII. Seven hours in large instrumental ensembles (MUS 173-174, 175, 180-181); Five hours in Marching Band, Jazz Ensemble or Chamber Ensemble (MUS 175, 177-178, 190-191). IX. Pass Piano and Vocal Proficiency Juries (See below). X. Complete twenty-five hours in Professional Education courses (EDU200, 301, 309, 331, 342, 401). XI. Complete and pass MUS 495 Senior Comprehensive Exams.

### **Bachelor of Arts in Music Education – Teacher Preparation [Emphasis in Vocal-Choral Music Education]**

(Audition required for admission.)

69 hours in Music + 24 hours in Professional Education with requirements to include: I. Twenty-nine hours in core music courses (MUS 121-122, 123-124, 196, 221-222, 223-224, 321, 325, 380-381, 384). II. Two hours in advanced music theory courses (MUS 337). III. Five hours in Vocal Pedagogy and Diction (MUS 358, 429). IV. Nine hours in Music Methods (MUS 351, 355, 425, 430). V. Two hours in Advanced Conducting (MUS 365-366). VI. Two hours in Internship (MUS 397, school placement). VII. Ten hours of music performance study in either Piano or Voice (2, 2, 2, 2, 2); Two hours of performance study in the secondary area. VIII. One hour in MUS 385 Recital I. IX. Seven hours in choral ensembles (MUS 143-144, 151-152). X. Pass Piano and Vocal Proficiency Juries (See below). XI. Complete twenty-five hours in Professional Education courses (EDU200, 301, 309, 331, 342, 401). XII. Complete and pass MUS 495 Senior Comprehensive Exams.

### **Minor in Music** (Audition required for admission.)

18 hours to include: I. Eight hours in core music courses (MUS 121-122, 123-124). II. Six hours in music performance study III. Four hours of music ensembles. Not open to students majoring in music.

**Honors Program:** The music department offers opportunities for students to enroll in honors courses from its department. The following academic courses may be taken as honors courses: MUS 221-222 and all 300 and 400 level academic courses. For other honors program policies, see “Honors Program” located in the “Administration of the Curriculum” section of the catalogue.

### **Studio Policy**

All private studio instruction is governed by the Music Department Studio Policy, which also addresses departmental standards and expectations for end-of-semester juries, weekly practice hour requirements, Junior and Senior recitals, participation in Music Studio Class and area meetings, concert attendance, and the like. Students should read this document carefully when enrolling in Private Music Applied Lessons, and review it whenever it is updated (typically at the beginning of each semester).

### **Elective Private Music Applied Lessons** (Audition required.)

A non-music major student may enroll in private music lessons in Private Music Applied Lessons in all band, keyboard, orchestra and vocal performance areas as well as guitar and composition for elective academic credit (one hour per semester) with approval granted from the Music Department on the basis of audition. The comprehensive list includes Brass – trumpet, French horn, trombone, euphonium, tuba; Composition; Guitar (Classical, Jazz, Bass); Harp; Keyboard – organ, piano, jazz



piano; Percussion; Strings – violin, viola, cello and bass; Voice; Woodwinds – flute (including piccolo, flute and alto flute), clarinet (including soprano, alto and bass), oboe (including oboe and English horn), bassoon, and saxophone (including soprano, alto, tenor and baritone). Students may take private music lessons each semester of enrollment at Belhaven University based on teacher availability. All private studio instruction is governed by the Music Department Studio Policy. This document should be read carefully before a student enrolls for private instruction. **Beginning students are required to take the appropriate fundamentals sequence in guitar, piano, and voice before enrolling in private lessons; exceptions may be allowed by audition.** Completion of a fundamentals sequence does not guarantee admission into private study. Students must still be able to demonstrate that they have sufficient musicianship skills (including music literacy) and sufficient talent to make reasonable progress and to perform a successful jury. All students enrolled in private music lessons at Belhaven University are required to also enroll in MUS 100, Music Studio Class (see description below). All students enrolled in private music applied lessons will be assessed a supplemental instruction fee each semester.

### **Number Designations for Private Music Applied Lessons**

After the MUS designation, private music applied lessons are designated for transcript/registration purposes by three digits: the first a letter indicating the specific instrument or family of instruments (B for brass, C for composition, G for guitar, H for harp, O for organ, P for piano, R for percussion, S for stringed instruments, V for voice, and W for woodwinds); the second and third combine to form two digit number denoting an instructor for that specific instrument or family of instruments.

### **Piano Proficiency Juries**

Most music majors need to pass Piano Proficiency Juries. These students should enroll in MUS 117, 118 and/or 119 Piano Fundamentals I, II and III until all required Piano Proficiency Juries are passed. Piano Proficiency Juries occur during piano juries at the end of each semester. Students are strongly recommended to be studying piano during the semester that they take Piano Proficiency Juries. Piano Proficiency Juries are in seven levels. Refer to the Music Studio Policy for details on these levels. Any combination of levels may be presented at one time. These juries must be completed to meet graduation requirements.

### **Vocal Proficiency Juries**

Vocal Proficiency is required for some music degrees and individual emphases. Some latitude is allowed based on natural vocal potential of students but reasonable proficiency is expected. Requirements are listed in the Music Department Studio Policy. Vocal Fundamentals courses (MUS 110-111) may be utilized as preparation for passage of Vocal Proficiency Juries.

### **Language Requirements**

Music majors pursuing the Bachelor of Music degree in Performance (Voice) are required to study one year of a foreign language. German or French are preferred. Exceptions must be approved by Music Chair and Voice Faculty.

### **Ensemble Requirements**

Music majors are expected to be in one ensemble per semester until graduation requirements for their course of study have been fulfilled. Music ensembles should be chosen that are appropriate to the principal instrument. Up to sixteen credit hours count toward graduation.

### **Theory and Musicianship Placement Examination**

When enrolling initially in Theory and Musicianship courses, students must take an examination to determine their placement in each sequence. Theory and Musicianship placements are independent of one another: for example, a student may be placed in Theory I and Musicianship II.

### **Musicianship Requirements**

Courses in the musicianship sequence (Musicianship I-IV, see below) are repeatable for credit, and advancement to successive levels depends on the student receiving a grade of C or better in each level. Music majors must enroll in and **complete four semesters of musicianship courses advancing** to level IV (that is, passing Musicianship III with a grade of C or better) in order to meet graduation requirements.

### **Concert Attendance**

All students enrolled in performance courses are expected to attend concerts sponsored by the music department. Music majors and minors will also be required to assist in concert production. All of this is specified in the Music Department Handbook.

### **021 Music Theory Fundamentals (2-2).**

A course designed for students with little or no previous training in music theory. This course is an introduction to the practical skills of music theory and musicianship, in which you will learn to, read and notate basic music

elements and concepts up through major and minor scales, key signatures, and triad identification. (*Fall and Spring*)

- 100 Music Studio Class (0-0).** Co-req.: Private Music Applied Lessons  
A gathering of all students enrolled in private music lessons at Belhaven University. Students are required to attend Music Studio Class weekly and perform at least once per semester. Students receive a S/U on their transcript for each semester of participation. Students may be exempted from attending the course due to other obligations with the approval of the music department chair. Performance exemptions are rare. See Music Department Handbook for additional requirements. (*Fall and Spring*)
- 108-109 Guitar Fundamentals I & II (1-1).**  
A foundational two-semester sequence in guitar for non-majors wishing to study guitar at a beginning level. The course features instruction in small groups. Course sections are divided according to playing ability. This two-semester sequence is a prerequisite for all non-guitar majors who wish to take group or private guitar applied study. All students who have previous guitar study experience are encourage to audition with the music department for exemption from all or part of this course sequence in order to proceed to group or private guitar study. (*Fall and Spring*)
- 110-111 Vocal Fundamentals: Health and Technique I & II (1-1).**  
A foundational two-semester sequence on vocal health, applied vocal technique, and basic musicianship for aspiring public speakers, actors, broadcasters, and singers (non-music majors). This sequence is a prerequisite for all non-voice majors who wish to take group or private voice applied study as a minor or secondary student. Students who have the needed musical skills to teach themselves their own vocal literature may audition with the music department for exemption from this course sequence in order to proceed to group or private voice applied study. (*Fall and Spring*)
- 112 Brass Methods (1).**  
One of a series of four courses designed to prepare music majors to teach the basics of instrumental playing to elementary and secondary beginning through intermediate students. Focus will be on trumpet, French horn, trombone, and tuba. (*Spring, odd years*)
- 113 Percussion Methods (1).**  
One of a series of four courses designed to prepare music majors to teach the basics of instrumental playing to elementary and secondary beginning through intermediate students. Course objectives include study of rhythm, technique, sound production, repertoire, and pedagogy on snare drum, marching percussion, drumset, hand drums, keyboards, timpani, and orchestral accessories. (*Fall, odd years*)
- 114 String Methods (1).**  
One of a series of four courses designed to prepare music majors to teach the basics of instrumental playing to elementary and secondary beginning through intermediate students. Focus will be on violin, viola, cello and bass. (*Spring, even years*)
- 115 Woodwind Methods (1).**  
One of a series of four courses designed to prepare music majors to teach the basics of instrumental playing to elementary and secondary beginning through intermediate students. Focus will be on flute, clarinet, saxophone and a double reed instrument. (*Fall, even years*)
- 116 Keyboard Chord Progressions (1).**  
This course is designed to provide preparation for those not able to “play off lead sheets” which utilize popular chord symbols. Common harmonic progressions will be learned and freely transposed through major and minor keys. Proficiency in chording at keyboard or guitar is necessary. Students successfully completing this course should be ready to pass proficiency for Keyboard Chord Progressions. (*Fall and Spring*)
- 117-118 Piano Fundamentals I & II (1-1).**  
A foundational two-semester sequence in piano for non-majors wishing to study piano at a beginning level. The course features instruction in small groups in a piano lab setting. This two-semester sequence is a prerequisite for all non-piano majors who wish to take group or private piano applied study. All students who have previous piano study experience are encouraged to audition with the music department for exemption from all or part of this course sequence in order to proceed to group or private piano applied study. (Music majors may be required to take MUS 117-118 to prepare for Piano Proficiency Juries. See Piano Proficiency Juries). (*Fall and Spring*)



- 119 Piano Fundamentals III (1).**  
A third semester piano course designed solely for music majors preparing to pass required piano competencies in several of the music concentrations. Piano Fundamentals III is to be taken in lieu of private study. The course may be repeated for credit as needed. (See Piano Proficiency Juries). (*Fall and Spring*)
- 120 Music Appreciation (3).**  
A non-technical course that emphasizes music fundamentals, history, literature, styles, composers, and performers and is designed to increase the enjoyment and appreciation of music. It is open to all students, and no musical background is necessary. (*Fall and Spring*).
- 121-122 Theory I-II (3-3).**  
Introduction to the musical grammar and principles of common-practice tonality as a basis for understanding a variety of musical languages and dialects. Includes rhythm, meter, melody, species counterpoint, major/minor keys, diatonic harmony, voice-leading, tonicization and modulation. Placement exam required before enrolling. (*121, Fall and Spring; 122, Spring only*)
- 123-124 Musicianship I-II (1-1, repeatable for credit).**  
Foundational skills in perceiving, understanding, and expressing music. Includes rhythm, basic conducting patterns, sight-singing and prepared singing with solfege, intervals, melodic and harmonic dictation, and elements of interpretation and expression. Coursework involves daily practice and use of the music computer lab. Placement exam required before enrolling. Advancement to subsequent levels of musicianship requires a grade of C or better. (*Fall and Spring*)
- 143-144 Concert Choir (1-1).** Open to all students by audition.  
May be repeated each semester for credit. Includes concerts on and off campus. Repertoire includes music from the Renaissance through the 20th century. (*143, Fall only; 144, Spring only*)
- 151-152 Belhaven Chorale (1-1).** Open to advanced singers by audition.  
May be repeated each semester for credit. Includes concerts on and off campus. Repertoire includes music from the Renaissance through the 20th century. (*151, Fall only; 152, Spring only*)
- 160-161 Guitar Ensemble (1-1).** Open by audition to students enrolled in guitar lessons. Classical and Jazz Guitar Ensembles are available. May be repeated each semester for credit. (*160, Fall only; 161, Spring only*)
- 170-171 String Chamber Orchestra (1-1).** Open by audition to string instrumentalists. May be repeated each semester for credit. (*170, Fall only; 171, Spring only*)
- 173-174 Symphony Orchestra (1-1).** Open by audition to string, wind and percussion instrumentalists. Both symphonic and string orchestra will be included each semester. May be repeated each semester for credit. (*173, Fall only; 174, Spring only*)
- 175 Marching Band (1-0)**  
Open by audition to brass, percussion, and wind instrumentalists as well as qualified students participating in the band front. May be repeated each fall semester for credit. (*Fall only*)
- 177-178 Jazz Ensemble (1-1)**  
Open by audition to brass, percussion, and wind instrumentalists as well as qualified students involved in sound reinforcement and vocals. May be repeated each semester for credit. (*177, Fall only; 178, Spring only*)
- 180-181 Wind Ensemble (1-1).** Open by audition to wind and percussion players.  
Instrumentalists will focus primarily on repertoire for Concert Band. May be repeated each semester for credit. (*180, Fall only; 181, Spring only*)
- 190-191 Chamber Music (1-1).** Open by audition to instrumentalists, pianists and vocalists. May be repeated with new repertoire each semester for credit. (*190, Fall only; 191, Spring only*)
- 192-193 Percussion Ensemble (1-1).**

An ensemble of various mallet percussion, drum and miscellaneous rhythm instruments open by audition to all students who have ever played percussion instruments. First semester participants may form the core of the Marching Band drumline. May be repeated each semester for credit. (192, Fall only; 193, Spring only)

- 196 Conducting Basics (1).** This course focuses on the basic gestural techniques of conducting. Topics include techniques to promote muscular control, direct and bound movement, conducting planes and patterns (non-expressive and expressive forms), the technique of negation, the gesture of preparation, the gesture of syncopation, the measured preparatory gesture, gestures of completion and body language. (Fall only)
- 221-222 Theory III-IV (3-3).** Prereq: MUS 121-122. Continued study of common-practice tonality and introduction to related musical dialects and materials, focusing on the central ideas and pluralism of 20th-century musical techniques and traditions. Includes study of post-tonal theory, serial and atonal techniques, neo-tonal practices, simultaneity, elements of jazz and popular influences. (221, Fall only; 222, Spring only)
- 223-224 Musicianship III-IV (1-1, repeatable for credit).** Prereq: MUS 124 Intermediate and advanced skills in perceiving, understanding, and expressing music. Includes sight-singing using solfege, melodic and harmonic dictation, transcription, and elements of interpretation and expression. Coursework involves daily practice and use of the music computer lab. Advancement to Musicianship IV requires a grade of C or better. (223, Fall only; 224, Spring only)
- 229 Keyboard Chord Progression Embellishment (3).** Prereq: MUS121-122, pass Keyboard Chord Progressions proficiency. This course is the equivalent of MUS221 Music Theory III and is designed for students in Worship Arts and/or those students who have passed the Keyboard Chord Progressions proficiency. Common popular style harmonic progressions are expanded through a broader harmonic language including chord substitution, modulation, etc. (Fall, even years)
- 231 Software, Sound, Lighting, Technology (3).** This course presents future Worship Arts leaders with a great deal of information including hands-on opportunities dealing with software, web-based resources including digital media, copyright realities, graphics design protocols, basics of acoustics, foundational principles of sound and lighting design, current applications of cutting edge technologies, and stewardship of equipment. (Offered on Demand)
- 321 Introduction to Compositional Process (2).** Prereq: MUS 121-122. A theologically-grounded exploration of the creative process as it applies to various aspects of composition (including songwriting and improvisation), with emphasis on applying thoughtfully-developed perspective to the practical experience of composing music for the concert hall, the church, and other situations. (Spring only)
- 322 Kingdom Songwriting (2).** Prereq: MUS 121-122, 321. This course challenges Kingdom songwriters (composers and lyricists) to employ the highest standards of integrity to image-bearing in the art of song writing. Students should acquire the tools to develop the substantive creative language and compositional skills necessary to maximize expressive communication in song. Songs constructed should be both informed by biblical revelation and potential impact within the culture. (Offered on demand)
- 325 Seminar on Musical Culture – Worldview and Aesthetics (2).** Prereq: Junior/Senior class standing The course challenges students to be agents of godly transformation in the musical world, exploring strategies for redemptive transformation within the complex dynamics of modern musical culture. The course will emphasize "whole life," not just "musical life" integrity, ethics as well as aesthetics, as the necessary components of genuine godly impact of a Kingdom musician. (Spring only)
- 335 Counterpoint I (2).** Prereq: MUS 121-122, 221-222. An applied study of contrapuntal forms, principles, and techniques in historical context, from the 16th century to the present, with emphasis on analyzing and imitating representative examples. Includes focus on the 18th century style typified by the work of J. S. Bach. (Spring, odd years)

- 336 Counterpoint II (2).** Prereq: MUS 335.  
Continuation of MUS335. *(Fall, odd years)*
- 337 Form and Analysis I (2).** Prereq: MUS 121-122.  
A study of the structure of music and its relationship to expressive meaning, focusing on the practical uses of analytical tools and techniques to explore, understand, and evaluate music. *(Fall, even years)*
- 338 Form and Analysis II (2).** Prereq: MUS 337.  
Continuation of MUS337. *(Spring, odd years)*
- 340 Composers Forum (1-1).**  
A workshop and production ensemble intended for composition/theory majors. Explores compositional music-making by producing a concert of students' new works each semester, exploring and discussing new music of various kinds, and reflecting on how the Christian call to a daily practice of humility, love, and perseverance shapes music-making. Provides opportunities for students to apply their understanding in practical, personal ways. May be repeated each semester for credit up to eight hours. *(Fall and Spring)*
- 351 Choral Methods and Arranging (2).**  
Music Education students are introduced to integration of healthy vocal technique with expressive choral singing. Repertoire and rehearsal methods appropriate to the music education classroom and beyond will be studied. *(Offered on demand)*
- 352 Instrumental Music Methods in Secondary Schools (3).**  
Music education students are introduced to a variety of individual instrumental techniques and supporting materials. Diverse repertoire for elementary, middle and high school instrumentalists will be explored. These methods and materials prepare the music education student for K-12 instrumental instruction. *(Spring, odd years)*
- 353-354 Accompanying (1-1).**  
Accompanying is a weekly performance lab of master classes. Pianists perform with instrumentalists and vocalists. Feedback is provided by faculty and students. Participants perform several times each semester. Focus and reflection required regarding Christian collaborative pianist's call to practicing humility, love, and perseverance, shaping the performance process where other musicians perform in equal or more dominant roles. May be repeated for credit. *(353, Fall only; 354, Spring only)*
- 355 Music for Children (2).**  
This course provides prospective elementary classroom teachers and music majors with fundamental musical skills to structure programs and to teach music to children grades K-6. Included are the teaching of Orff and Kodaly methods, rote songs, reading songs and listening lessons. *(Offered on demand)*
- 357 Piano Pedagogy (3).**  
A survey of methods and materials appropriate for the teaching of piano at the preparatory level. Emphasis is placed on developing a repertoire for teaching children and adult students. *(Fall, even years)*
- 358 Vocal Pedagogy (3)**  
This course explores the art and science of training voices to achieve technical freedom and musical artistry informed by the findings of Vocal Science. Topics include anatomical structures, maturational changes, voice classifications, the vocal process, sequencing of technical objectives and repertoire, therapeutic exercises, psychological issues and learning styles, diction skills, resources for the vocal professional, and specific schools of vocal pedagogy. *(Spring, even years)*
- 359 Organ Pedagogy (3)**  
A survey of methods and materials appropriate for the teaching of beginning organists. Emphasis is placed on teaching music suitable for the worship service. *(Offered on demand)*
- 360 String Pedagogy (3)**

A survey of methods and materials appropriate for the teaching of violin and other string instruments at a preparatory level. Emphasis would be placed on developing repertoire and technique for teaching children and adults. (*Spring, even years*)

- 365-366 Advanced Conducting Lab I-II (1-1).** Prereq.: MUS 196.  
This advanced conducting sequence focuses on refining the gestural skills of conducting acquired in MUS 356 Conducting Basics with discussions concerning the application of specific gestural approaches to specific pieces of music. May be repeated for credit as available. (*Spring only*)
- 371 Worship Design (3).**  
This course presents a practical biblical framework for worship and anticipates situations worship leaders invariably face working within the local church today. Music majors in the Worship Arts emphasis and others will deal with “real-life” situations in worship design where leadership decisions, pastoral concerns, worship traditions, and a secular cultural environment can combine to create an arena of relational conflict instead of God-honoring worship. (*Spring, odd years*)
- 380-381 History of Music I-II (3-3).**  
A survey of Western art music history from ancient Greek life and thought through the Renaissance, Baroque, Classical, and Romantic periods as well as post-Romantic and 20th-century music. (*380, Fall only; 381, Spring only*)
- 384 World Music (2).**  
A survey of world music; cultural contexts and approaches to the study of indigenous music. Students will be asked to examine many different musics aesthetically from a Christian world view. (*Spring only*)
- 385 Recital I (1).**  
Required for all degree paths. Prepare and present a solo recital consisting of 22.5-30 minutes of music (not including breaks) which may include a collaborative segment. Bachelor of Music students studying Collaborative Piano may perform a collaborative recital with a short solo segment. All recitals are subject to the approval of the Music Chair and the student’s applied teacher and are evaluated by a faculty jury (see studio policy). (*Fall and Spring*)
- 392 Popular Music from the 1930s to the present (2).**  
Popular music of the United States from the 1930s to the present will be studied from roots in early blues, jazz, and rock music into the diverse forms of contemporary popular culture, including contemporary Christian music. (*Fall only*)
- 393 Musical Theatre History and Literature (3).**  
This course surveys musical theatre history and repertoire. (*Offered on Demand*)
- 397 Music Education Internship (2).**  
A junior/senior level required one-semester school placement for hands-on, supervised work in classroom management and teaching, ensemble conducting, etc. Open only to BAME degree students in both emphases. (*Offered on demand*)
- 410-411 Chapel Worship Team (1-1).**  
Open to all students by interview - audition. This music ensemble of vocalists and instrumentalists will participate in Chapel music ministry, including think tank and short range planning, leading in worship during each semester’s Chapels through Chapel singing, performing solos and in small ensembles, leading the Chapel Worship Team, and rehearsing in and directing rehearsals of the ensemble. May be repeated each semester for credit up to eight hours. (*410, Fall only; 411, Spring only*)
- 423 Keyboard Harmony (2).** Prereq: 4 semesters of applied piano study and/or instructor permission.  
Keyboard skills including Sight Reading, Open Score Reading, Transposition, Elementary Improvisation in a variety of accompaniment styles and Realization of Figured Bass at the keyboard are offered with the goal of leading advanced pianists to a more versatile skill set for use in the marketplace. (*Spring, odd years*)
- 425 Music Administration (3).**

The course develops a model for music leadership that gleans valuable lessons from the current and classic literature while maintaining a thoroughly biblical, Kingdom centered framework. The course addresses skills of managing self and others, budgeting, cataloging, filing, scheduling, communication, and working under authority. The course provides a working knowledge of music architecture and equipment. Careful attention will be given to stewardship of resources. (*Offered on Demand*)

- 426 Orchestration (2).** Prereq: MUS 121-122, 221-222. (221-222 prerequisite may be waived at the discretion of the instructor).  
Technical, applied study of writing music for various instruments and ensembles, with emphasis on orchestral repertoire as a basis for understanding issues of balance and timbral possibilities in a variety of musical situations. (*Spring, even years*)
- 429 Vocal Diction (2).**  
This course is designed to train students in the competent use of the International Phonetic Alphabet, principles of writing and working from phonetic translations, while teaching them standard diction rudiments of English, Latin, Italian, French, and German. (*Spring, odd years*)
- 430 Choral Literature and Interpretation (2).**  
This course surveys choral repertoire with emphasis on the musical characteristics of the various style periods and genres. Particular emphasis is given to employing choral methods in the preparation of a particular score for performance. (*Offered on demand*)
- 431 Vocal Literature (2).**  
An historical survey of the available vocal solo and small ensemble literature, exploring major genres and composers to the present day. Though focusing principally on the classical tradition, other genres, i.e. Broadway and Jazz, will also be explored. The course addresses issues of literature selection from a Christian worldview and offers advice on the appropriate sequencing of material for pedagogical purposes. (*Spring, odd years*)
- 432 Chamber Music Literature (2).**  
A music literature course focusing on string duos, trios, quartets and piano trios, quartets and quintets. In class performance of various works during the semester expected of capable students. (*Fall, odd years*)
- 433 Orchestra Literature (2).**  
Music for string and symphony orchestra from early Rococo to present day compositions will be surveyed. (*Spring, even years*)
- 434 Keyboard Literature (2).**  
A keyboard music literature course focusing on a survey of music for harpsichord, organ and piano of the 17<sup>th</sup>-21<sup>st</sup> centuries. (*Offered on demand*)
- 435 Survey of New Music (2).** Prereq: MUS 222, 321.  
Required for Composition majors but open to other students, this course surveys music composed in a variety of traditions in the last 50 years. (*Offered on demand*)
- 438 Topics in Theory and Composition (2).**  
Advanced and/or ancillary study of topics relevant for professional work or graduate studies in areas related to composition and music theory. Content varies according to needs and interests of students. (*Offered on Demand*)
- 485 Recital II (2). Prereq: MUS 385**  
Required of Bachelor of Music students (Composers, see MUS 486) but open to all students who have successfully presented Recital I. Prepare and present a solo recital consisting of 45-60 minutes of music (not including breaks) which may include a collaborative segment. All recitals are subject to the approval of the Music Chair and the student's applied teacher, and are evaluated by a faculty jury (see studio policy). (*Fall and Spring*)
- 486 Composition Concert (2).**  
For seniors in BMUS Composition. Prepare and present a concert consisting of 45-60 minutes of original

compositions (not including breaks) which may involve interdisciplinary collaboration. Concert repertoire is subject to the approval of the Music Chair and the student's applied teacher, and is evaluated by a faculty jury. *(Fall and Spring)*

- 495 Senior Comprehensive Exams (0).** Prereq: All required courses for major. Each student majoring in Music will be required to pass a proctored online aural and written examination covering content studied in 24 credits of core courses in Music Theory, Musicianship, and Music History including 121-124, 221-224, 380, 381, 384. The grade will be listed on the transcript as P (passing) or F (failing). *(Fall and Spring)*

## **Nursing (NUR and NRN)**

Dr. Barbara Johnson, Dean of Nursing

Professor Rex-Smith

Associate Professor Turner

Assistant Professor Armstrong

Assistant Professor Fatherree

Assistant Professor Lee

Assistant Professor McDyess

Assistant Professor Smitherman

The baccalaureate program in nursing prepares individuals to practice competently within complex healthcare systems while demonstrating integrity, compassion, and justice in all aspects of their lives. Graduates are prepared to assume the roles of provider of care, designer/manager/coordinator of care, and a member of a profession.

The BS degree in nursing (BSN) is offered in two different formats, the traditional pre-licensure BSN and the online RN-BSN completion.

The pre-licensure BSN requires successful completion of 63 hours of general education, worldview, elective, and nursing pre-requisite courses. The additional 61 hours of nursing core courses include NUR 311, NUR 312, NUR 313, NUR 314, NUR 315, NUR 321, NUR 322, NUR 323, NUR 411, NUR 412, NUR 413, NUR 421, NUR 422, NUR 423, and nursing electives.

The RN-BSN, is designed to assist registered nurses who wish to earn a BSN. The RN-BSN degree requires successful completion of 68 hours of general education, worldview, elective, and nursing pre-requisite courses. The additional 31 hours of nursing core courses for the RN-BSN include NRN 411, NRN 412, NRN 413, NRN 414, NRN 421, NRN 422, NRN 423, NRN 424, and nursing electives. The remaining 25 semester hours are awarded as credit by merit of RN licensure.

The Belhaven University RN to BSN Prep online program is designed to provide practicing registered nurses holding an associate degree or diploma in nursing, the opportunity to complete any pre-requisites courses that may be lacking to enter into the RN to BSN program. This program is fully online.

## **BSN Pre-Licensure Course Descriptions (NUR)**

- 311 Introduction to Professional Nursing (2)** Prereq: Admission to the Nursing Program; Coreq: NUR 312, 313, 314, 315  
This course is designed to introduce and explore concepts in nursing and examine nursing as a dynamic practice profession. Variables that influence nursing and health care are discussed. Concepts and skills introduced in this course guide the student's educational experience within the nursing major. The Conceptual Framework and Philosophy of the BU School of Nursing will be explored. Students will be introduced to the role of the professional nurse as a provider of care, designer/manager/coordinator of care, and a member of a profession. (2 hours of lecture/0 hours of lab)
- 312 Principles of Pharmacology for Nursing (3)** Prereq: Admission to the Nursing Program; Coreq: NUR 311, 313, 314, 315  
This course is designed to provide students with an introduction to the principles of pharmacology with an emphasis on clinical applications within the context of the nursing process and prioritization of needs. Indications, modes of action, effects, contraindications, and interactions for selected drugs and specific nursing responsibilities



related to drug administration are emphasized. The impact of technology, economic and regulatory forces as well as collaboration with the health care team are discussed. (3 hours of lecture/0 hours of lab)

- 313 Health Assessment (3)** Prereq: Admission to the Nursing Program; Coreqs: NUR 311, 312, 314, 315  
This didactic and clinical course focuses on the provision of health assessment, using both nursing and developmental theories. Emphasis is placed on taking a thorough nursing history, performing physiological, psychosocial, cultural, and spiritual assessments, as well as identification of health risks, to assist in the formulation of an individualized plan of care. Written and verbal communication skills will be developed through the use of the correct terminology for documentation and communication of findings to other members of the intra- and interdisciplinary health care team. Simulation skills laboratory experiences provide an opportunity to practice assessment skills which will be utilized on clients across the lifespan in a variety of settings. (2 hours of lecture/3 hours of lab)
- 314 Fundamentals of Nursing (4)** Prereq: Admission to the Nursing Program; Coreqs: NUR 311, 312, 313, 315  
This course provides the foundation for the nurse's role to provide care ranging from the young adult to the aging adult population of clients experiencing common medical surgical alterations. Emphasis is placed on the knowledge and skills needed to provide safe, quality care within the scope of nursing. This course provides the theoretical foundation for basic assessment and nursing skills which provides the learner an opportunity to develop and demonstrate the skills in a clinical laboratory setting and to practice within a healthcare and/or community setting. (2 hours of lecture/6 hours of lab)
- 315 Principles of Pathophysiology (3)** Prereq. Admission to the Nursing Program; Coreqs; NUR 311, 312, 313 and 314.  
This course is designed to examine pathophysiology related to human illness within a systems framework. Emphasis is on understanding pathophysiology as an alteration in normal physiological functioning of an individual client subsystems. Focus is on presentation of selected pathophysiology and subsequent symptomatology in diverse clients across the lifespan. (3 hours of lecture/0 hours of lab)
- 321 Medical-Surgical Nursing I (5)** Prereqs: NUR 311, 312, 313, 314, 315; Coreqs: NUR 322, 323; NUR 324 or 325  
This course is designed to focus on the care of adult clients experiencing common medical-surgical alterations in health. Concepts of client centered care, cultural sensitivity, informatics, safe practice, and professionalism are integrated throughout the course. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe client care to adults in a variety of settings. (3 hours of lecture/6 hours of lab)
- 322 Reproductive Health, Maternal and Newborn Nursing (5)** Prereqs: NUR 311, 312, 313, 314, 315; Coreqs: NUR321, 323; NUR 324 or 325  
This course is designed as an integrative approach to the biopsychosocial factors, legal/ethical, cultural, and educational considerations of care for reproductive health. The preconceptual, antepartal, intrapartal, postpartal, and neonatal periods are explored. Clinical practice in providing nursing care to clients during each phase of the reproductive and childbearing cycles of life occurs in a variety of acute, ambulatory, and community health care settings. The nursing process is used with emphasis on the theoretical and empirical basis of practice. (3 hours of lecture/6 hours of lab)
- 323 Nursing Research (3)** Prereqs: NUR 311, 312, 313, 314, 315; Coreqs: NUR321, 322; NUR 324 or 325  
This course is designed to introduce nursing students to the fundamentals and principles of the research process and its application in nursing. The importance of searching relevant literature, understanding research methods, reviewing research, understanding, and evaluating research findings related to the practice of nursing are emphasized. The research process as a basis for scientific nursing knowledge is examined. The steps in the research process are identified, discussed, and developed into a proposal. (3 hours of lecture/0 hours of lab)
- 411 Mental Behavioral Health Nursing (4)** Prereqs: All 300 level nursing courses; Coreq: NUR 412, 413; NUR 414 or 415  
This didactic and clinical course focuses on the care of clients across the lifespan experiencing cognitive, mental and behavioral disorders. Emphasis is placed on management of clients facing emotional and psychological stressors as well as promoting and maintaining the mental health of individuals and families. Concepts of crisis intervention, therapeutic communication, anger management, and coping skills are integrated throughout the course. The community as a site for care and support services is addressed. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe client care to clients in selected mental health settings. (2.5 hours of lecture/4.5 hours of lab)



- 412 Medical-Surgical Nursing II (5)** Prereqs: All 300 level nursing courses; Coreq: NUR 411, 413; NUR 414 or 415  
This course is designed to focus on the care of adult clients with complex health alterations that require medical and/or surgical intervention. Concepts of client centered care, cultural diversity, informatics, safe practice, interdisciplinary collaboration, and professionalism are integrated throughout the course. Content units highlight complex alterations in health system functioning and the role of the nurse in care management is emphasized throughout. Clinical experiences will provide the student an opportunity to apply theoretical concepts and implement safe client care to adults in a variety of settings. (*Nursing Majors Only*) (3 hours of lecture/6 hours of lab)
- 413 Nursing Care of the Childrearing Family (5)** Prereqs: All 300 level nursing courses; Coreq: NUR 411, 412; NUR 414 or 415  
This course is designed to provide an integrative, family-centered approach to the care of children. Students will be introduced to the care of the well-child, the child with special needs and the child with acute and chronic health care needs. Concepts of client centered care, cultural diversity, safe practice, interdisciplinary collaboration, and professionalism are integrated throughout the course. Content units highlight promoting healthy growth and development and the dignity of the child, even during illness. Clinical experiences will provide the student an opportunity to apply theoretical concepts and implement safe client care to pediatric clients in a variety of settings. (3 hours of lecture/6 hours of lab)
- 421 Community-Population Nursing (5)** Prereqs: All 300 Level Nursing Courses; NUR 411, 412, 413; Coreqs: WVC 401, NUR 421, 423  
This course is designed to introduce concepts of community health utilizing the population focused nursing process. This course places emphasis on health promotion, risk reduction, and disease management in selected community settings. (3 hours of lecture/6 hours of lab)
- 422 Management and Leadership in Nursing (5)** Prereqs: All 300 level nursing courses, NUR 411, 412, 413; Coreqs: WVC 401, NUR 421, 423  
This didactic and clinical course is designed to prepare students to acquire skills in nursing management in health care systems. The student will synthesize management theory and evidence pertaining to management processes, as well as developing the skills of delegation, conflict management, and leadership. Legal and ethical issues are discussed with a focus on personal accountability and responsibility. Standards of practice and the significance of functioning according to state regulations and statutes are analyzed. Application of leadership and management principles will be demonstrated within a variety of health care environments. (3 hours of lecture/6 hours of lab)
- 423 Nursing Capstone Seminar (2).** Prereqs: All 300 level nursing courses, NUR 411, 412, 413; Coreqs: WVC 401, NUR 421, 422  
This course is designed to provide an opportunity for students to integrate their nursing educational experiences into simulated client care situations which include communication, pharmacology, client teaching, prioritization and delegation. A comprehensive review program will be presented in order to prepare students for the NCLEX-RN®. (*Nursing Majors Only*) (2 hours of lecture/0 hours of lab)

### Nursing Elective Courses (NUR)

- 324 Spirituality In Health Care (2)** Prereq: Junior status and instructor permission req. for non-nursing majors; Co-reqs: none  
This course is designed to explore the concept of spirituality as it relates to the person who is involved in the health care system. Since illness and stress can amplify spiritual concerns and needs, health care professionals are in a unique position to assist the patient/client in meeting those needs. This course explores the relationship between health care professionals and those they serve. Topics include differentiating religion from spirituality, why religion and spirituality matters, spiritual assessment, identification of spiritual needs, and spiritual care and collaboration. (2 hours of lecture/0 hours of lab)
- 325 Global Health Issues (2)** Prereq: Junior status and instructor permission required for non-nursing majors; Co-reqs: none  
This elective course examines policy decisions and related issues that shape the organization, financing, and implementation of health care services and delivery systems. Ethical, social, and political issues that affect the provision of health care, nursing services, communities, and society are critically analyzed. Dynamics related to

the roles and influences of health care providers and consumers, government, and law are discussed. (2 hours of lecture/0 hours of lab)

- 406 Nursing Clinical Externship (3).** Prereqs: NUR311, NUR312, NUR313, NUR314, NUR315, NUR321, NUR322, NUR323, and Instructor permission required.  
This summer elective course provides nursing students with an opportunity to enhance previously learned skills under the supervision of experienced nurse preceptors in the healthcare setting. Under the guidance of a clinical preceptor, the student will give direct client care in the application of theory to practice. (0 hours of lecture/320 clinical hours of lab) (*Summer only*)
- 414 Aging and Health (2)** Prereq: Senior status and instructor permission required for non-nursing majors; Coreqs: none  
This course is designed to promote a holistic approach to person in the later years of life. Death and dying, biological aging theories of longevity, chronic illnesses and diseases, and prevention and health promotion will be discussed in the context of best practices. Students will explore normal aging and lifestyle factors that promote optimal aging or lead to health alterations. (2 hours of lecture/0 hours of lab)
- 415 Professional Growth and Empowerment (2)** Prereq: Senior status and instructor permission req. for non-nursing majors; Coreqs: none  
This course designed to focus on issues related to professional practice, career planning, personal goal setting, and empowerment of self and others. Students will discuss factors related to job performance, performance expectations and evaluation, reality orientation, and commitment to life-long learning. (2 hours of lecture/0 hours of lab)

### Philosophy of Worldviews (PHI)

Dr. Ford, Dean of Worldview Studies

The philosophy of worldviews department seeks to prepare men and women to serve Christ in the world of ideas. To accomplish this goal we offer a major that promotes critical thinking while studying the history of ideas. The philosophy of worldviews major is designed to prepare students for jobs that require critical thinking, graduate work, and seminary. We deal with perennial questions endeavoring to answer them and to see how the answers fit into the Christian worldview. By promoting critical thinking, our classes prepare students to live, adapt, and make decisions in our fast-changing world. Philosophy of worldviews students also have the opportunity for real-world research experience through PHI 441, Topics. In this optional course, senior PHI majors will research, write and defend a paper on an agreed upon topic.

**Philosophy of Worldviews Major:** 33 hours to include (1) PHI 225, 227, 275, 321, 322 and 337; (2) BIB 210 and 431; (3) ART 360, ENG 473 and PSC 316. PHI 441 Topics (3 hours) may be taken with the permission of the Department chair.

**Philosophy of Worldviews Minor:** 18 hours

**Honors Program:** The philosophy department offers opportunities for students to enroll in honors courses from its department. Any departmental course may be taken as an honors course. For students majoring in this department, one must pass a minimum of nine hours of honors courses within the discipline and a minimum of nine hours from the honors courses of other departments. Each course must be passed with a B or better. No more than 18 hours are required for the honors degree. For other honors program policies, see “Honors Program” found in the “Administration of the Curriculum” section of this catalogue.

- 225 Logic (3).**  
A study of the principles of correct reasoning, contrasting them with fallacious reasoning. Homework assignments enable the student to recognize arguments and to determine whether they are logical or not. (*Fall, even years*)
- 227 Ethics (3).**  
A critical philosophical examination of contemporary moral issues such as abortion, euthanasia, prejudice and equality, war, capital punishment, and issues in business and medical ethics. (*Fall, odd years*)
- 275 Aesthetics (3).**  
A study of key texts in the philosophy of art from classical antiquity to the present. Within the framework of a Christian perspective, emphasis is placed on careful reading and contextual analysis of diverse positions on beauty, sense experience, and the social, ethical, and religious role of the arts in human culture. (*Fall only*)

**321, 322 History of Ancient and Modern Philosophy (3, 3).**

321: A study of major philosophical thinkers from the pre-Socratics to the end of the Middle Ages. Special attention will be given to Plato's and Aristotle's thoughts and their influence on Christian thought. 322: A study of major philosophical thinkers from Bacon to the present. Special attention is given to comparing and contrasting Modernity and Post-modernity with Christian thought. (*Fall, odd years; spring, even years*)

**337 Epistemology (3).**

A study of knowledge. We consider questions such as (1) "What is knowledge?" (2) "How is it attained?" (3) "What are its limits?" (4) "Are we able to have knowledge of God?" Special attention is given to the attempts of contemporary Christian thinkers to show the rationality of the Christian faith. (*Spring, even years*)

**Physics (PHY)**

Assistant Professor Carlson

Associate Professor Bishop

Physics is the most fundamental physical science. Its primary concern is with the basic principles of our physical environment. Physics has been successful at predicting how nature will behave based on the experimental data obtained in other situations. The ideas studied in physics have proven to be so fundamental that they are required for nearly every technical field including science, technology, engineering, and medicine. The department of physics seeks to offer its students a comprehensive understanding of the physical world. The laboratory focuses on data analysis, operating modern lab equipment, problem solving, and exploring fundamental relationships between different variables. Students will take classes related to motion, dynamics, forces, mechanics, sound, waves, quantum mechanics, thermodynamics, electricity, electrodynamics, astronomy, energy, and more.

**Physics minor:** 22 hours to include CHE 421 or 422, MAT 208, PHY 241, 243 or PHY 251, 253; PHY 242, 244 or PHY 252, 254; 4 hours of Physics electives from the following: CHE 421, 422, PHY 351, 352, 431, 432, 451, 452; and 3 additional hours from Engineering, Computer Science or Mathematics (MAT 209).

**116 Earth and Space Science (3).**

A non-technical introduction of rocks and fossils, earth processes, earth history as seen in rock strata, folds, faults, mountains and fossils, the solar system, stellar astronomy, stellar systems, stellar motions, galactic structure, and extragalactic structure. (Lecture 3)

**125 Science & Culture I: Physical Sciences for a Sustainable Future (4)**

This course serves as an introduction to the physical sciences, particularly physics, geology, atmospheric sciences, and chemistry using a problem-based approach. Current topics of interest will include energy, environmental quality, pharmaceuticals, consumer products, natural disasters and scientific discovery and will focus on the practical application of this knowledge to our lives and a sustainable society.

**241-242 General Physics (3-3).** Prereq: MAT 102 or 208, or consent of the instructor. A non-calculus-based study of the basic concepts of mechanics, thermodynamics, waves, sound, light, electricity, magnetism, and modern physics. (Lecture 3) (*241, fall only; 242, spring only*)

**243-244 General College Physics Laboratory (1-1).** Prereq. or Coreq.: PHY 241-242.

A two-semester sequence emphasizing the study of a selection of exercises demonstrating those principles discussed in PHY 241-242. (Lab 3) (*243, fall only; 244, spring only*)

**251 Engineering Physics I (3).** Prereq: MAT 208, Co-req: PHY 253.

A Calculus-based introduction to the classical mechanics of compact and extended bodies, fluids, solids, and related phenomena, including oscillations, waves, and sound. First part of a two-semester survey of classical physics.

**252 Engineering Physics II (3).** Prereq: PHY 251, Co-req: PHY 254.

A Calculus-based introduction to electricity and magnetism, light and optics, and modern physics. This is the second part of a two-semester survey of classical physics.

**253 Engineering Physics I Lab (1).** Coreq: PHY-251

A Calculus-based introduction to the classical mechanics of compact and extended bodies, fluids, solids, and related phenomena, including oscillations, waves, and sound. First part of a two-semester survey of classical physics.

- 254 Engineering Physics II Lab (1).** Coreq: PHY 252  
A Calculus-based introduction to electricity and magnetism, light and optics, and modern physics. This is the second part of a two-semester survey of classical physics.
- 309 Statics (3).** Prereq: MAT 208 and PHY 252 and 254  
This course introduces the concepts of engineering based on forces in equilibrium. Topics include vector algebra, resultants, friction, centroids, inertia, trusses, machines and frames, beam shear and moments. Upon completion, students should be able to solve problems which require the ability to analyze systems of forces in static equilibrium.
- 341-342 Physics with Calculus (3-3).** Prereq: MAT 208.  
A calculus-based study of the basic concepts of mechanics, thermodynamics, waves, sound, light, electricity, magnetism, and modern physics. (Lecture 3)
- 343-344 Physics with Calculus Laboratory (1-1).** Prereq. or Coreq.: PHY 341-342.  
A study of a selection of exercises demonstrating those principles discussed in PHY 341-342. (Lab 3)
- 351-352 Physics Research (1-2).**
- 431-432 Special Topics in Physics (1-2).**
- 451-452 Advanced Topics in Physics (3-3)**

## Political Science (PSC)

Associate Professor Phillips

This major introduces students to the study of political thought, political behavior, and political institutions from a Christian worldview. It is designed to provide a foundation of knowledge in the major subfields of political study. The ultimate goal of political study is that of establishing justice in civil government; therefore, this major seeks to develop the student's ability to understand and become involved in the political process. Political science also provides an excellent foundation for legal or graduate studies. Political science students will have real-world experience through PSC 341, 490 and/or 495.

**Political Science Major:** 45 hours to include PSC 101, 102, 202, 218, 303, 306, 311, 341, six hours of Political Theory or Constitutional Law, and six hours of PSC electives, 3 hours of SPC 102 or BUS 304, and 6 hours of a foreign language.

**Political Science Minor:** 18 hours

### Political Institutions:

- 101 American National Government (3).**  
Study of the origin and development of United States government. It concentrates on the structure and operations of today's national government, including the role of politics. (*Fall, odd years*)
- 102 State and Local Government (3).**  
Examines the basic principles of state government and its present-day operations. Special emphasis is placed in intergovernmental relations and the organization, functions, and problems of local, county, and municipal governments. (*Spring, even years*)
- 202 American Presidency (3).**  
A survey of the office of the president of the United States as a political institution; topics include presidential nominations and elections, domestic and foreign policy-making, relationship with Congress and other components of government, and relationship with the public and the media. (*Spring, odd years*)
- 303 Legislative Process and Behavior (3).**  
An examination of state and national legislative institutions and processes. Areas covered include the nature of legislative responsibility, organizational structure, the role of parties and lobbying groups, legislative decision

making, legislative relations with executive and judicial branches, policy output, and the theory and methods employed by scholars currently working in this field. *(Fall, even years)*

**306 Judicial Process (3).**

An examination of institutional and legal processes in various adjudicatory settings. Primary attention is given to judicial processes focusing on American civil and criminal law, especially with regard to the U.S. Supreme Court. *(Spring, odd years)*

**321 American Political Parties and Politics (3).**

Examines the origin and development of political parties in the United States. Its emphasis is the study of the organization and activities of the two-party system in American politics. *(Spring 2016, Spring 2020)*

**Political Theory:**

**218 Christian Political Thought (3).**

A survey of biblical teaching related to the state, justice, and the moral worth of the individual and a critical examination of Christian writings on politics from Augustine to the present. *(Spring, odd years)*

**315 History of Western Political Theory (3).**

An examination of the major trends and issues in Western political thought from the ancient Hebrew, Greek and Roman eras to the 19<sup>th</sup> century. *(Fall, even years)*

**316 Contemporary Political Theory (3).**

Credit given in either political science or economics. A survey of the historical background and philosophical bases for the major political "isms" confronting the peoples of the world today. It focuses on communism, fascism, socialism, and capitalism. *(Spring, odd years)*

**319 U. S. Political Theory (3).**

An examination of United States political and constitutional theory from its genesis in the works of major early modern thinkers to the contributions of 20th-century political and legal theories. The original writings will be stressed. *(Fall 2016, Fall 2020)*

**411 War and Revolution (3).**

A critical examination of political writings related to war and revolution, including the Bible, just-war theories of the Middle Ages as developed by Christian theologians, and revolutionary writings of the Reformation period, the Puritan and Glorious Revolutions, and the American Revolution. Also includes an examination of Geneva Conventions and application of just war and revolution theory in the modern world. *(Fall, even years)*

**Comparative Government and International Relations:**

**212 Foreign Policy of the United States (3).**

Examines the evolution of the United States foreign policy from 1776 to the present. Focuses on the bases for formulating policies, the processes for implementing them, and the consequences of those policies in American life. *(Spring, even years)*

**311 Comparative Government (3).**

A comparative study of the principles, structure, and operation of contemporary governmental systems with special attention to cross-national comparisons of institutions, political history, and political culture. *(Fall, odd years)*

**Legal Studies:**

**301 American Constitutional History (3).**

A survey of constitutional development in the United States. A careful study of the Constitution, with emphasis on the changing concepts of law as revealed in decisions of the Supreme Court. *(Fall 2019, Fall 2023)*

**331 Church and State Relations (3).**

A study of the theory and historical and legal developments of church and state relations in England and the United States. *(Spring 2018, Spring 2022)*

**431 American Constitutional Law I (3).**

A study of the constitutional law of the United States with basic cases concerning such subjects as separation of powers, federalism, the taxing and spending powers, and interstate and foreign commerce. (*Fall, odd years*)

**432 American Constitutional Law II (3).**

A study of the constitutional law of the United States with basic cases related to personal liberty and civil rights. (*Spring, even years*)

**Methodology:**

**341 Scope and Methods of Political Science (3).**

A course designed to equip beginning political scientists with the basic tools of political analysis used by professional political scientists. The scope of the discipline is explored through primary writings, and the student is introduced to general concepts, theories, approaches, and models as well as basic methodologies and techniques of political research. (*Fall, odd years*)

**Applied Studies:**

**490 Internship (2-6).** Prereq: Junior or senior standing. (Formerly PSC 401 - Seminar.)

Credit requires internship with government officials or other practical experience in public affairs (or with an institute of politics). The course may be repeated for credit up to six hours with the approval of the department chairman. Refer to "Student Intern Programs and Practicums" for further requirements.

**495 Independent Research (2-6).** Prereq: Junior or Senior standing. (Formerly PSC 401 - Seminar.)

This course involves directed reading and discussion or independent research and writing. The course may be repeated for credit up to six hours with the approval of the department chairman.

**499 Special Topics (3).**

This course covers selected areas not studied extensively in other courses and may be repeated for different topics. (*Fall 2018, Fall 2022*)

**Psychology (PSY)**

Professor Williford, Chair

Professor White

The department of psychology seeks to introduce all students to the study of human behavior and mental processes within a Christian context. The major is designed to provide a foundation of knowledge in the major subfields of psychology and to prepare students for future study in the field of psychology. Emphasis is placed on developing the students' abilities to understand and to apply psychology in their everyday lives. An important goal in all psychology courses is to help students in their ability to appropriately interrelate their study of psychology and the Christian faith.

**B.S. in Psychology Major:** This major requires students to gain the core knowledge of scientific psychology along with learning about the sub-fields in psychology that apply this knowledge. The B.S. in psychology degree is designed to prepare students to meet the typical requirements for acceptance into graduate study and/or for working with a bachelor's degree. The B.S. in psychology degree requires 45 hours in psychology to include 203, 303, 305, 331, 341, 460, 21 hours of PSY electives and 1 hour from 470, 471 or 472, as well as 6 hours of foreign language or 6 hours from PSY 420, IST 300, and SOC 220. Psychology students will have real-world experience through field observation and practicum, PSY 470, 471, and 472.

**B.A. in Psychology major with a Creative Arts Therapy Concentration:** For students coming to Belhaven with a passion and gifting in a particular art form, we have developed a unique track that will help students to utilize their artistic passion in the service of helping others. Students will take 12 hours in their chosen art form (creative writing, dance, music, theater ministry or visual arts) as well as courses in creative arts therapies. This concentration is designed for students who might wish to use the arts to help others in careers such as Child Life Specialist, Recreation or Activities Directors, cross cultural mission work or to prepare for graduate school in an area such as Dance/Movement Therapy, Art Therapy, Creative Writing Therapy or Music Therapy.

The B.A. in psychology degree requires 54 hours, to include 29 hours in psychology, 6 hours of diversity awareness, 7 hours of creative arts therapy courses to include practicum, and 12 hours in one of the creative arts. Required psychology courses include: PSY 203, 240, 241, 303, 305, 312, 331, 340, 341, 346, 347, 348 & 460. PSY 342 is encouraged. In order to understand the diversity that exists in our complex world, 6 hours is required in diversity awareness through the following options: 6 hours of the same foreign language or 6 hours from the following: SOC 220 (Race, Gender and Diversity 3 hrs)



IST 300 (Intercultural Communication 3 hrs.) or PSY 420 (Cross-Cultural Psychology 3 hrs). Each student will choose a creative arts therapy concentration area from the visual arts, music, creative writing, theater ministry or dance and will take 12 hours in their concentration emphasis. For the **Visual Arts Emphasis:** ART 120, 125, ART 215 and PHI 275. For the **Creative Writing Emphasis:** CWR 211, CWR 306 and 6 hours of CWR electives. For the **Dance Emphasis:** DAN 120, 170, 185, 270, 375 and 3 hours from 115–118.. For the **Music Emphasis:** For the student who is proficient at reading music MUS 121, 122, 123, 124, 4 hours from applied music lessons in guitar, piano or voice (1 credit hour per semester) For the **Theater Ministry Emphasis:** THE 200, 300, 151, & 280.

**Psychology Minor:** 18 hours to include PSY 203, and at least 6 hours from the 300-400 level and/or 240 OR 241.

**203 General Psychology (3).**

An introduction and overview of the foundational topics, concept, principles, and applications of psychology. Topics include the role of nature and nurture, learning, the brain, motivation, sexuality, personality, happiness, stress & health, abnormality & therapies. PSY 203 is a prerequisite for most upper level courses in psychology. *(Fall and Spring)*

**240 Human Growth and Development I (3)**

A study of the growth and development of the individual from conception until late adolescence. Emphasis will be placed on physical, perceptual, motor, cognitive, language, spiritual, social and emotional development. Includes study of major developmental theories and concepts that are applied to childhood and adolescence as well as problems common to this period. *(Fall only)*

**241 Human Growth and Development II (3).**

A study of the growth and development of the individual from early adulthood until death. Emphasis will be placed on physical, perceptual, motor, cognitive, language, spiritual, social and emotional development. Specific issues common to the older years, including marriage, family, parenthood, grandparenthood, vocational choice, retirement, disabilities and death are an integral part of this class. *(Spring only)*

**263 Sex, Love, and Marriage (3)**

A study of gender differences, courting and mate selection, marriage and marital sexuality. This course will blend academic/cognitive understanding of these topics with practical/experiential understanding of each topic. Students will explore these topics from historical and cultural perspectives, as well as examining scientific psychological research on the topics. A special focus will guide students to interact in groups related to their personal values and goals of developing healthy marital relationships.

**303 Statistics for the Behavioral Sciences (3). Prereq: MAT 101 or 110 or higher math.**

A basic survey of the descriptive statistics and inferential statistics used in research. Computation and elementary theory of correlation, t test and simple analysis of variance. Applicable primarily to the social sciences, and all examples and problems are selected from social and behavioral sciences. Psychology majors should complete this course no later than the first semester of their junior year. *(Fall and spring)*

**305 Contemporary Issues in Psychology and Human Services (1).**

This course introduces psychology majors to key resources and academic skills necessary for success in upper level psychology coursework. Students will be provided essential knowledge needed to secure practicum experiences and understand graduate school options and how to prepare for their future. Vital knowledge related to career goals will be explored. Guest lecturers will provide students with a broad exposure to the sub-fields within psychology and other human service. Psychology majors should complete this course no later than the first semester of their junior year. *(Fall only)*

**312 Abnormal Psychology (3). Prereq: PSY 203.**

An introduction to the study of major mental disorders. The history of the treatment of mental illness and controversies around the classification of mental disorders will be explored. Attention will be given to the research finding regarding the causes, symptoms, and treatments of these disorders. *(Spring only)*

**331 Theories of Personality (3). Prereq: PSY 203.**

A survey of psychology's major theories of personality will be explored. These theories will be examined in light of their historical context and evaluated in light of modern research. Students will examine their own personality development utilizing the ideographic method and by employing insights from key theories of personality studied. *(Fall only)*

- 332 Learning and Memory (3).**  
An in-depth analysis of basic concepts and theoretical developments in the area of learning and memory, both animal and human. Particular attention is directed to application of these theories to common, everyday situations.
- 340 Introduction to Counseling Theory and Techniques (3).**  
Exploration and examination of the leading theories in psychotherapy and counseling. The philosophical assumptions and implications of each theory and technique are examined and critiqued from rational, empirical, and Christian perspectives. Students are trained in basic people helping skills such as listening skills, communication skills, crisis intervention, and problem-solving skills. The course is designed to prepare students to meet a basic competency level in these skills that are useful in a variety of career and personal settings.
- 341 Experimental Psychology (4).** Prereq: PSY 203, 303 and 305.  
A study and application of the research methods used in psychology. The emphasis will be on using experiments to find the causes of human behavior, but other types of research including developmental, correlational case study approaches, and quasi-experiments will be examined. Students study all phases of conducting psychology research including designing the experiment, collecting the data, analyzing the data, and writing psychological reports. Majors should take this course no later than the second semester of their junior year. Lab is required. (*Spring only*)
- 342 Psychology of the Exceptional Child (3).**  
A study of the child whose development follows atypical patterns. This would include all children eligible for special education placement: the mentally retarded, the gifted, the physically and behaviorally handicapped, the visually and hearing impaired, the learning disabled, the speech and language impaired, and autistic children. Students visit several local agencies in order to become more familiar with exceptional children and services available for these children.
- 346 Creative Arts Therapies and Techniques I (3).**  
An exploration of expression through the mediums of art, writing, movement and music. The course will introduce basic facilitation skills using various creative modalities.
- 347 Creative Arts Practicum (1).** Prereq: PSY-346, and second semester junior or senior status.  
Field experience related to the student's academic and life goals. The practicum is designed to provide professionally supervised experience in selected settings in the chosen creative arts emphasis. Students will be required to meet with a faculty supervisor, keep a journal and write a summary paper.
- 348 Creative Arts Therapies and Techniques II (3)**  
An exploration of expression through the mediums of art, writing, movement, music, and drama. The course will introduce facilitation skills using various creative modalities.
- 352 Social Psychology (3).**  
The analysis of human behavior, thought, and interactions of individuals, the function of the presence of others. Course topics include: social influence, interpersonal interaction, interpersonal attraction, theories of social behavior, moral behavior, attitudes, prejudice, and aggression. (*Fall only*)
- 367 Industrial/Organizational Psychology (3).**  
The application of scientific methods and psychological principles to industrial and organizational behavior. Topics include: job analysis, the legal context for personnel decisions, work motivation and attitudes, leadership and occupational health, including stress.
- 373 Health Psychology (3).** Preeq: PSY 203 or 4 hours of science.  
This course will provide an overview of the emerging field of health psychology and its contributions to our health care systems. A biopsychological approach to health and wellness will be utilized. Topics will include: stress, coping mechanisms, nutrition, eating disorders, and complementary and alternative approaches to medicine.
- 381 Seminar on Psychology (3).** Prereq: PSY 203, plus 9 additional hours in psychology.  
In-depth examinations of reading and research in selected topics of current interest to faculty and students conducted on a group basis. Primarily for those who are majoring in the field. Course can be repeated.

- 410-411 Undergraduate Honors Research (1 and 2 hours).**  
Supervised original research and instruction related to a specific area of psychology. This is a full year sequence (1 hr fall and 2 hr spring) in which students will choose a topic, complete background research, design and implement a study, and present their findings. Students will have the opportunity to attend and/or present their research at a psychology conference or symposium. Participation in the class is by invitation of the instructor and is required of all honor students. (Honor) (410, fall only; 411, spring only)
- 412-413 Undergraduate Honors Research II (1 and 2 hours).**  
Supervised original research and instruction related to a specific area of psychology. This is a full year sequence (1 hr fall and 2 hr spring) in which students will choose a topic, complete background research, design and implement a study, and present their findings. Students will have the opportunity to attend and/or present their research at a psychology conference or symposium. Participation in the class is by invitation of the instructor. (Honor) (412, fall only; 413, spring only)
- 420 Cross-Cultural/International Psychology (3).**  
A study of the relationships between cultural context and ethnicity—both in the U.S. and the international context—and psychological and social functioning. Practical applications for understanding, working with, and helping people in different cultural settings will be explored.
- 425 Psychological Testing (3).** Prereq: PSY 203 and 303 or consent of instructor.  
A study of the process of assessment as it relates to human functioning. Concepts of test construction, standardization, and validation are covered. Tests in the areas of intelligence, personality, attitude, achievement, and vocational interests are examined.
- 440 Behavioral Neuroscience (3).** Prereq: PSY 203, PSY 305, 7 hours of Science.  
A study of the physiological events associated with behavior. Emphasis is placed on the neural functions that give rise to human behavior and mental functions. The class will explore recent discoveries in neuroscience, research methodologies and insights into the role of neurotransmitters and different brain regions in normal and abnormal functioning. Specific brain disorders and dysfunctions as well as pharmacological and surgical treatments will be explored. Philosophical questions and debates regarding the relationship between the mind and brain will be discussed.
- 460 Psychology and Christianity (3).** Prereq: PSY-203, 303, 305, 341: BIB 220, 221, and WVC 301, OR HIS 225, 226 and 9 hours in Psychology. Senior status only.  
This is a capstone course intended for seniors only. This course explores the historical and contemporary relationship between science and the Christian faith. Competing models of the relationship between the field of psychology and religious faith will be explored. Students will be required to write an in-depth study of a specific topic in the field. This course is required for all psychology majors. (*Fall only*)
- 470 Field Observation: (1)** Prereq: PSY 203, 305, and second semester junior or senior standing.  
This course involves gaining field observation within an approved agency that matches the student's future career goals. In addition to course work, students will observe 20 hours of interaction with the professionals in the selected agency.
- 471 Counseling or Child Practicum (1-6).** Prereq: PSY 203, 305, and second semester junior or senior standing.  
Field experience related to the student's academic and life goals. The practicum is designed to provide professionally supervised experience in selected settings. The student may select between the counseling or child related areas. Students will be required to meet with a faculty supervisor, keep a journal and write a summary paper. Open only to psychology majors.
- 472 Practicum in Psychological Research (1-6).** Prereq: PSY 203, 305, second semester junior or senior standing.  
This practicum is designed to give the student experience participating in psychological research. Students will have the opportunity to be actively involved in a professional psychologist's current research. This may include gathering data, reviewing professional literature, analyzing data, preparing the results for presentations or publications and/or participating in research team meetings. Only open to majors. Second semester junior or senior standing, 3.0 GPA or above and departmental approval required. Students will be required to meet with a faculty supervisor, keep a journal and write a summary paper.

**473 Counseling or Child Practicum (1-6).** Prereq: PSY 203, 305, 471 and second semester junior or senior standing, Field experience related to the student's academic and life goals. The practicum is designed to provide professionally supervised experience in selected settings. The student may select between the counseling or child related areas. Students will be required to meet with a faculty supervisor, keep a journal and write a summary paper. Open only to psychology majors.

**474 Practicum in Psychological Research (1-6).** Prereq: PSY 203, 305, 472, second semester junior or senior standing.  
This practicum is designed to give the student experience participating in psychological research. Students will have the opportunity to be actively involved in a professional psychologist's current research. This may include gathering data, reviewing professional literature, analyzing data, preparing the results for presentations or publications and/or participating in research team meetings. Only open to majors. Second semester junior or senior standing, 3.0 GPA or above and departmental approval required. Students will be required to meet with a faculty supervisor, keep a journal and write a summary paper.

## Social Work (SWK)

Associate Professor Gaddis

Assistant Professor Trigg

The Bachelor of Social Work program is the study of the professional activity of helping individuals, families, groups, organizations, or communities at the local and global level. The goal is to give students the skills to assist these systems to improve or recover their ability to function successfully in society. It also involves the creation of conditions within society conducive to realizing that goal. The degree prepares students for entry level generalist social work practice at the micro and macro levels. It also challenges students to appropriately integrate their studies and the Christian faith. (*The program will pursue accreditation by the Council on Social Work Education.*)

The Bachelor of Social Work degree consists of a course of study including a 50 semester hour core of social work and sociology courses, which requires a field placement of 400 hours. The degree is supported by 37 hours of general education classes and 18 hours of electives. Six of the twelve elective hours must be taken in social work, sociology, or psychology. Courses are taken in sequence with each course developed to build on previous courses in the sequence. All students in the BSW program will gain real-world experience through SWK 470 and SWK 471.

**In compliance with standards of accreditation, social work students must apply for admission to the Social Work program. Application should be submitted soon after completing SWK 200. Applications are located in the Social Work department.**

**B.S.W. :** 124 hours to include all General Education coursework as well as WVC 301, 401; SOC 101, 201, 202, 220; PSY 203 or equivalent for transfer students, PSY 303; IST 300 or 6 hours of a Foreign Language; SWK 200, 250, 300, 301, 350, 351, 360, 370, 470 and 471 (or 480), and 450 and 451 (or 481) and electives.

**200 Introduction to Social Work and Social Welfare (3)**  
An introduction to the social work profession and to the philosophy, concepts, and values of social work practice. Also included is an overview of the historical development of the profession and current fields of practice. Current fields of practice will be explored. Included in this exploration will be social work as ministry. A Biblical perspective of social responsibility will be discussed.

**250 Social Welfare Policy and Ethics (3)** Prerequisite or Co requisite: SWK 200  
Current local and national social welfare policies will be examined. Factors influencing the development of policies as well as models of social policy analysis will be discussed. Also provided are policy implications for social work practice. Students will be exposed to the legislative process by participating in Social Work Legislative Day during the Mississippi Legislative session. The student will be challenged to examine how their personal worldview may or may not align with policies developed within the context of a secular. How the student will professionally and ethically balance potential discrepancies will be explored.

**300 Human Behavior and the Social Environment I (3).**

Presents the development of the individual through the life cycle, focusing on the biological, cultural, psychological and social systems as they affect human behavior. Included in the discussion will be the potential impact of one's worldview on human behavior.

- 301 Human Behavior and the Social Environment II (3)** Prerequisite: SWK 300  
Presents the social systems theory of understanding human behavior within families, groups, organizations and communities. Particular emphasis is placed on the social, cultural, psychological, spiritual, and biological factors influencing the dynamics of human growth and development within the social environment. Worldview dynamics as they function within the larger social system will also be discussed.
- 350 Social Work Practice I (3)** Prerequisites or Co-requisite for Social Work Majors only: SWK 200  
An analysis of the methods and techniques of social service practice with an emphasis on work with individuals. Topics include ethics of practice, assessment, and intervention methods.
- 351 Social Work Practice II (3)** Prerequisite: SWK 350  
A continuation of SWK 350. Examines the methods and techniques of practice with families, groups and communities. Topics include family and group dynamics, assessment and intervention methods, and dynamics of community organization.
- 360 Social Work Research Methods (3)**  
Provides basic knowledge about research methods as it applies to social work. Students will complete a series of assignments intended to help prepare them to utilize research as professional social workers.
- 370 Interviewing in Social Work (3)** Prerequisites: Social work majors only: SWK 200  
Provides an introduction to the basic skills in working with people. Course content includes interviewing techniques and methods, facilitative skills with an emphasis on the acquisition of effective helping skills. The student will be instructed in skills which incorporate the client's worldview in the interview process.
- 450-451 Social Work Field Seminar (1)** Prerequisite: All core social work courses completed successfully. Social work majors only. Taken concurrently with SWK with SWK 470-471.  
A seminar to facilitate the integration of knowledge from previous courses with the practicum experience. Additionally, the course will address current social work issues such as ethical dilemmas, integrating personal faith with professional practice, current practice trends, and specialized case study reviews, and the use of appropriate research methods to evaluate practice in the practicum placement.
- 470-471 Social Work Field Experience (6)** Prerequisites: All core social work courses completed successfully. Social work majors only. Taken concurrently with SWK 450-451.  
Requires 400 hours during two semesters of unpaid field experience related to the student's academic and life goals. The field experience is designed to provide professionally supervised experience in the research and application of principles of behavior and modification in selected settings. Focus is on implementing knowledge from previous courses with practice skills, as well as learning the structure, function and policies of social work agencies.
- 480 Social Work Field Experience (12).** Prerequisites: All core social work courses completed successfully. Social work majors only. Taken concurrently with SWK 481  
**SWK 480 is to be taken only under special consideration with permission from the Chair of the Social Work Department and in lieu of SWK 470-471.**  
Requires 400 hours during *one block semester* of unpaid field experience related to the student's academic and life goals. The field experience is designed to provide professionally supervised experience in the research and application of principles of behavior and modification in selected settings. Focus is on implementing knowledge from previous courses with practice skills, as well as learning the structure, function and policies of social work agencies.
- 481 Social Work Field Seminar (2).** Prerequisite: All core social work courses completed successfully. Social work majors only. Taken concurrently with SWK 480  
**SWK 481 is to be taken only under special consideration with permission from the Chair of the Social Work Department and in lieu of SWK 450-451.**  
A seminar to facilitate the integration of knowledge from previous courses with the practicum experience. Additionally, the course will address current social work issues such as ethical dilemmas, integrating personal faith



with professional practice, current practice trends, and specialized case study reviews, and the use of appropriate research methods to evaluate practice in the practicum placement.

## Sociology (SOC)

Associate Professor Gaddis

**Sociology Minor:** 15 hours of sociology courses. Requirements for a minor in sociology are a minimum of three of the four SOC courses offered below and any two of the following courses: BIB 408, IST 305, IST 306, CAS 301, CAS 302, CAS 401, CAS 402 or PSY 420.

### 101 Introduction to Sociology (3).

A survey course designed to introduce the science of human society. Primary emphasis is on basic concepts and the development of a sociological perspective. Major figures in the history of social science and the analysis of culture, socialization, social institutions, and social change are emphasized. (*Fall and Spring*)

### 201 Social Problems (3).

A study of theoretical approaches to social problems with special emphasis and research in such specific problems as medical care, poverty and dependency, crime, alcoholism, sexual deviancy, prejudice, discrimination and race relations, delinquency, environmental concerns, and mental illnesses. Social problems are examined and discussed, analyzing efforts of resolution from a Christian perspective. (*Spring only*)

### 202 The Family (3).

A study of the traditional and contemporary American family and its implication for Christian lifestyles. Issues to be studied include dating, courtship, choosing a mate, marriage, contraception, family planning, pregnancy, child abuse, economics of family life, communication and conflict management, media, divorce, and substance abuse. (*Fall only*)

### 220 Race, Gender, and Diversity: Social Stratification (3).

An analysis of the social stratification system as organized by class, gender, race, and ethnicity. Emphasis is placed on human diversity and oppression, and on resulting implications for human service organizations, individuals, and society. (*Spring only*).

### 310 Death, Dying and Grief (3).

This course provides a basic background on historical and contemporary perspectives on death and dying. Attention is given to current American practices regarding death, as well as cross-cultural interpretation. Emphasis is also placed on stages of death and the grief process.

## Spanish (SPA)

Assistant Professor Dieckman

### 101-102 Elementary Spanish (3-3).

An introductory course designed to equip the student with the linguistic skills necessary for verbal and written communication at the elementary level of communicative competence in Spanish. SPA 101-102 also offers an overview of the culture of the Hispanic community throughout the world and an opportunity to consider the possibility of cross-cultural ministry within the context of the Hispanic community. SPA 102 is offered as a continuation to SPA 101. Students who have not completed SPA 101 at Belhaven must secure written permission from the instructor to take SPA 102. (*101, fall only; 102, spring only*)

### 201-202 Intermediate Spanish (3-3). Prereq: SPA 101-102 or two years of Spanish in high school and the written permission of instructor.

Intermediate Spanish continues the introduction to Spanish language and the culture of the Hispanic community. The course is designed to equip the student with the linguistic skills necessary for verbal and written communication at the intermediate level of communicative competence. Comprehension skills are enhanced through the reading of selected portions from the world of Hispanic literature. A continued examination of the culture of the Hispanic community and potential areas of ministry in it are an integral part of this course. The course is conducted primarily in Spanish. (*201, fall only; 202, spring only*)



- 390 Topics in Spanish (3).** (Formerly Readings in Spanish Literature) Prereq: SPA 201-202 or written permission of the instructor.  
Content varies to meet class needs. Specific content is entered on student transcripts. This course may be repeated for credit up to 18 hours.

## Specialized Communication (SPC)

- 102 Specialized Communication**  
A study of the principles and practices in communication; research of sources and data; development of information, persuasive, and problem-solving techniques; team building skills; accruing of expertise in theory and application in various types and technology formats as required in the work place.

## Sports Management (SMA)

The mission of the Sports Management program is to provide quality preparation for management positions within the sports industry. This focus necessitates sport education professionals teaching sport management students by integrating theory and practice, thus allowing the students to serve a diverse population in a global society. Achieving this mission requires an integration of sport management theory and practice and the interaction of academic sport professionals, practicing sport managers and goal-oriented students. Instruction centers on how sport management can have a Christ-centered focus in relation to athletic and sport program operation. Sports Management students will have real-world experience through site observation, internship and pre-professional clinical experience, SMA 435, 450, or 470.

### Sports Management Major:

36 hours to include the following:  
BUS 110, BUS 210, SMA 270  
BUS 304, BUS 305, SMA 302, SMA 306, SMA 310,  
SMA 400, SMA 410, SMA 419, SMA 435 or SMA 450

### Sports Management Minor:

18 hours to include the following:  
SMA 302, SMA 306, SMA 310, SMA 400 or SMA 410, SMA 419, and SMA 435 or  
SMA 450

### Coaching Minor

18 hours including 6 hours of Coaching theory (HPE 201-207), SMA 310, SMA 400, BUS 412, SMA 435 or  
SMA 450.

### Coaching Certificate for Secondary Teaching:

18 hours including 6 hours in coaching theory (HPE 201-207), BUS 412, SMA 435 or SMA 450, and EDU 501 \*  
and EDU 506\*

\*Must be accepted by the School of Education for the alternate route (ACT 21 or Praxis I and a 2.75 GPA) and have 21 hours in an approved content area. High need areas are Biology, Chemistry, English, Math and Physics. Other specialty areas for a teaching endorsement include Art, Business, Music, Marketing, Social Studies, Spanish, Speech Communications, and Special Education.

### 200 Introduction to Sports Ministry (3).

This course provides an overview of all sports-related ministries. Several examples will be given as to how sports ministry can be used as a discipleship and evangelical tool. In addition to classroom examples, opportunities will be provided for site-based sports ministry observations. The course will give specific career directions for sports-related ministries.

- 201-207 Theory of Coaching Basketball (201), Baseball (202), Soccer (203), Softball (204), Volleyball (205), Tennis/Track/Golf (206), Football (207) (3).**

These courses will provide specific instruction related to a given sport. Techniques, strategies, skills, and organization of each sport will be presented in order to give an in-depth understanding of all aspects involved in coaching. Each course will give specific examples of Christ-centered coaching application. *(Fall and spring)*

- 270 Sports Economics (3).**  
A study of the basic tools of microeconomics as applied to the sports industry and their application to decisions by various decision-makers in the sports arena. *(Fall and spring)*
- 300 Administration and Activities of Sports Ministry (3).**  
The focus of this course deals with the intricacies involved in the management and operation of sports ministry. Specific techniques will be provided for the operation of sports ministry programs. Methods for designing activities will be given to foster efficient and cooperative programs. Different areas of sports administration, including full-time sports ministry and sports ministry within a church, will be presented.
- 302 Sports Marketing (3).**  
This course consists of study in the areas of marketing, promotion, and fund-raising, within the context of interscholastic, intercollegiate, amateur, and professional sports. The course includes an overview of the present sports-business and industry-marketing theory and systems. The systems include advertising, sponsorship, pricing, licensing, distribution, endorsements, and promotional techniques of sports-related products. *(Spring only)*
- 306 Sports Administration (3).**  
This course studies the intricacies involved in the management and leadership of sports programs. Specific management techniques, administration techniques, and theories will be studied to provide the foundation for effective leadership and supervision of sports programs. Methods for designing systems and programs within the context of sports administration are studied to give application relevance. *(Fall and spring)*
- 310 Facility Design and Maintenance (3).**  
An overview and familiarization with the maintenance and design of sports-related facilities. Use of space, surface types, construction specifications, and economic constraints will be studied in order to provide a basis for understanding stewardship in the development of sports structures and fields. *(Fall only)*
- 340 Selected Topics in Sports Administration (3).**  
An overview of current issues, research, measurement techniques, and problems in the area of sports administration and related fields as they relate to a Christian worldview. Problem-solving models and management techniques will be presented as issues are discussed.
- 380 Sports Finance (3).** Prereq: ACC 213 or BUS 210. May be taken concurrently with permission of the instructor.  
A comprehensive analysis of issues related to Sports finance. Topics include budgeting and planning to acquisitions and liquidation. Emphasis on the receipt, disbursement, and utilization of capital to foster sports business growth. *(Fall only)*
- 400 Governing Bodies in Sports (3).**  
A familiarization with the major components of bodies that govern sports competition. The bodies include recreational associations, the High School Activities Association, the NAIA, and the NCAA. Comparative studies will be conducted to establish the relationship between these bodies and how they affect each other. *(Spring only)*
- 410 Sports and the Law (3).**  
The study of legal liabilities and responsibilities of coaches, administrators, managers, and institutions related to the sports field. *(Spring only)*
- 419 Strategic Management in Sports Administration (3)** Prereq: Senior class standing and permission from the instructor.  
A study of the methods used by sports management activities in developing and evaluating strategies and policies to achieve goals and objectives. Application of the Christian world view to the field of Sports Administration also emphasized. A capstone project is required as part of the course. *(Spring only)*
- 420 Sports Psychology (3).**

Explores issues related to sports from several perspectives—those of individual athletes, coaches, sports psychologists, trainers, sports managers, and that of the larger society. Issues discussed include goal setting for peak performance, motivation, competitive stressors, visualization, burnout and drug abuse, as well as sociological issues of race and gender as they relate to stereotyping, participation, and opportunity structure. (*Fall only*)

**435 Site Observation in Sports Administration (3).**

The course will consist of a variety of specific settings where students can observe and research various aspects of corporate sports fields or coaching. Students will learn to compare and contrast these settings in regard to their demands and expectations from a Christian worldview perspective. May be taken as an alternative to SAM 450 Internship in Sports Administration. (*Fall and spring*)

**436 Site Observations in Religious Sport Organizations (3)**

The course will consist of a variety of specific settings where students can observe and research various aspects of religious sport organizations. Students will learn to compare and contrast these settings in regard to their demands and expectations from a Christian worldview perspective. (*Fall and spring*)

**450 Internship in Sports Administration/Coaching (1-6).** Prereq: 2.75 overall GPA. (If a 2.75 overall GPA is not obtained by the final semester, six hours of relevant coursework will be chosen by the advisor for substitution.). This course involves putting into practice those things learned in academic preparation. An internship site will be determined by the student's future goals. The internship may be set up in a variety of different areas such as coaching, sports administration, sports information, facilities management, sports marketing, etc. The internship will have specific learning objectives made accountable by the instructor in charge of the internship. Refer to "Student Intern Programs and Practicum's" for further requirements.

**470 Pre-professional Clinical Experience in Sports Administration (3).**

Provides an opportunity for students to experience and observe specific environments and vocations in the area of sports administration and related fields. Areas of study may include various educational settings and/or sports-related business industries. Specific observations, papers, surveys, and reports will be required as a part of the course requirements.

**490 Guided Study in Sports Administration (1-3).**

Gives students the opportunities for personalized research and study in the area of sports administration. The student's needs, interests, and vocational calling determine specific content of the study. Research and projects will be included in the course requirements.

## Sports Medicine and Exercise Science (SME)

Associate Professor Carr, Chair  
Associate Professor Parish

The major in Sports Medicine and Exercise Science equips students for graduate study in Physical Therapy, Occupational Therapy, Exercise Physiology, Kinesiology, Biomechanics, Athletic Training, Medicine, Nursing, Dietetics/ Sports Nutrition, and allied health professions such as Cardiac Technology and Respiratory Therapy. In addition, students will be well prepared for careers in a wide range of professions including personal training, strength and conditioning, corporate fitness, fitness administration, sports psychology, and ergonomics. All courses will be taught from a Christian worldview. Students wishing to declare a major in this discipline must have had a strong science foundation in high school and/or community college. Sports medicine students will have real-world experience through a practicum, SME 470.

### SME Core Curriculum—50-51 hours\*

All SME majors must complete the following courses:

BIO 105/107- General Biology I and Lab  
BIO 106/108- General Biology II and Lab  
BIO 230/232- Human Anatomy & Physiology I/Lab  
BIO 231/233- Human Anatomy & Physiology II/Lab

SME 110 – Introduction to Sports Medicine & Exercise Science\*  
 SME 275- Injury Care & Prevention  
 SME 310 – Principles of Strength Training and Conditioning  
 SME 320- Physiology & Psychology of Movement & Performance  
 SME 340- Kinesiology  
 SME 380/381- Exercise Physiology/Lab  
 SME 410/411- Biomechanics/Lab  
 SME 420/421-Exercise Testing & Prescription/Lab  
 SME 435- Sport & Exercise Nutrition  
 SME 450- Professional Development in Sports Medicine & Exercise Science  
 SME 470\*\*- Pre-professional Clinical Experience  
 SME 495- Senior Comprehensive Exam

\*Only incoming freshmen are required to take SME 110 (1 hr), placing their core curriculum total at 51 hours.

\*\*Students must take a total of 4 credit hours of SME 470.

SME majors must successfully complete (70%) the senior comprehensive written and oral exams (SME 495) during the senior year prior to graduation.

Students must complete each SME core course with a grade of C- or higher in order to continue in the major.

**Sports Medicine and Exercise Science Minor**—18 hours

BIO 230, 231, 232 and 233, SME 275, SME 340, 380, and 381. (optional additional course is SME 310).

**Honors Program:** The Sports Medicine and Exercise Science department offers opportunities for students to enroll in honors courses from its department. Students wishing to enroll in the honors program in Sports Medicine and Exercise Science may take the following courses as honor courses: SME 275, 340, 380, 410, and 435. For students majoring in this department, one must pass a minimum of nine hours of honors courses within the discipline and a minimum of nine hours from the honors courses of other departments. Each course must be passed with a B or higher. No more than 18 hours are required for the honors degree. For other honors program policies, see “Honors Program” located in the “Administration of the Curriculum” section of the catalogue.

- 110 Introduction to Sports Medicine & Exercise Science (1).** Prereq: SME Freshman Major  
 This course will involve an in-depth examination of the SME curriculum. Students will develop an understanding of all major requirements, as well as be given tools for succeeding within the major. Students will also be presented with information regarding the various occupations within the SME field. This information will include educational requirements pursuant to the occupations, job duties/responsibilities, and necessary certifications/licensures, among other topics. *(Spring only)*
- 275 Injury Care and Prevention (3).** Prereq: BIO 230  
 Fundamentals of prevention, evaluation, treatment and rehabilitation of athletic injuries, including first aid will be examined. This course will include an analysis of the etiology, pathology, and current modalities utilized to treat the most common injuries seen in daily activity as well as in sport. The course will include basic skills, techniques, and exercise programs necessary for the care of activity-related injuries and the prevention of certain specific injuries. *(Fall and Spring)*
- 310 Principles of Strength Training and Conditioning (3).** Prereq: BIO 230  
 This course will provide an in-depth investigation into the principles of anaerobic and aerobic training/conditioning. Topics to be addressed include the physiological processes of the musculoskeletal system, biomechanics of resistance exercise, bioenergetics and energy system-specific training, nutrition for enhanced performance, and exercise programming and periodization. This course will include an emphasis on the requirements for becoming a Certified Personal Trainer (CPT) or a Certified Strength and Conditioning Specialist (CSCS) through the National Strength and Conditioning Association (NSCA). *(Fall and Spring)*
- 320 Physiology and Psychology of Movement Performance (3).** Prereq: BIO 230, 231  
 The study of the interaction between psychological and physiological factors that affect motor behavior. This class will include an in-depth examination of psychomotor behavior as it relates to external and internal stimuli

and how multiple body systems control, regulate, and respond to movement. The course will address motivational techniques, stress, the underlying mechanisms of human performance, structuring the learning experience including goals and feedback techniques, principles of practice organization, and diagnosing and designing the learning experience. *(Fall only)*

- 340 Kinesiology (3).** Prereq: BIO 230  
A study of the anatomical and physiological aspects of human movement. This course provides foundations in musculoskeletal anatomy, neuromuscular physiology, and tissue mechanics for the study of a variety of human performance activities. *(Fall and Spring)*
- 380 Exercise Physiology (3).** Prereq: BIO 230, 231. Coreq: SME 381  
Study of body systems affected by exercise; functions of these systems during exercise; effects of age, gender, body type, and nutrition on capacity for exercise; techniques of assessing physical work capacity, and a critical analysis of research. The course will require participation in lab experimentation and physiological measurements. Lab required. *(Spring only)*
- 381 Exercise Physiology Lab (1).** Coreq: SME 380  
Introduction to and participation in selected cardiopulmonary, neuromuscular, and musculoskeletal testing techniques. Introduction to professional research literature.
- 410 Biomechanics of Physical Exercise (3).** Prereq: SME 340, 380. Coreq: SME 411.  
A study of mechanics applied to human movement. This course presents kinematics, kinetics, and other principles of physics as they relate to the execution of a variety of human performance activities and therapeutics. The course addresses the neurological and biomechanical aspects of human movement and will require participation in lab experimentation and biomechanical measurements. Lab required. *(Spring only)*
- 411 Biomechanics of Physical Exercise Lab (1).** Coreq: SME 410.  
The development of proficiency in selected biomechanical assessment techniques and testing parameters. Collection of data for utilization in evaluating and determining biomechanical effectiveness in movement.
- 420 Exercise Testing and Prescription (3).** Prereq: SME 340. Coreq: SME 421.  
An advanced exercise physiology with a detailed overview of methods of physical assessment and exercise prescription and a critical examination of their relevancy, reliability, and validity. A research project will be conducted and statistical data analysis performed for proper interpretation. Specific applications of fitness assessment tests will be made and corresponding prescriptions for exercises, training regimens, and activities will be designed for fitness enhancement. Lab required. *(Fall only)*
- 421 Exercise Testing and Prescription Lab (1).** Coreq: SME 421.  
The development of proficiency in selected fitness assessment techniques and mechanics of testing. Collection of data for analysis and utilization of data in exercise prescription for specific physical needs and fitness outcomes. Examining and understanding professional research literature.
- 435 Sport and Exercise Nutrition (3).** Prereq: BIO 231, SME 340  
A complete overview of sport nutrition and the role good nutrition can play in sport and exercise. The course will examine the spectrum of the elite athlete to the recreational athlete and how sound nutritional practices can help them maximize performance, prevent injury, enhance recovery from exercise, achieve and maintain optimal body weight, improve daily training workouts, and plan for overall good health. *(Fall only)*
- 450 Professional Development in Sports Medicine and Exercise Science (3).** Prereq: Senior SME Standing  
This course is a comprehensive presentation of the Christian worldview in professional development and skills as they apply to the process of searching for, interviewing for, and keeping jobs in a variety of health and fitness vocations. The purpose of this course is to aid students in understanding how to have the best job search skills and the best work ethic possible. Management environments such as fitness, healthcare, and education will be studied, along with principles of leadership in each venue. *(Spring only)*
- 460 Selected Topics in Sports Medicine and Exercise Science (3-4).** Prereq: SME 340.  
An overview of current issues, research, measurement techniques, and problems in the area of sports medicine and exercise science as they relate to a Christian worldview. Problem-solving models and management techniques will be presented as issues are discussed.

- 470 Preprofessional Clinical Experience in Sports Medicine and Exercise Science (1-4).** Prereq: Junior or Senior SME Standing  
Provides an opportunity for students to experience and observe specific environments and vocations in the area of sports medicine and exercise science and related fields. Areas of study may include management environments such as therapeutic, fitness, corporate, medicine, and educational. Specific observations, papers, surveys, and reports will be a portion of the course requirements. Course is designed to allow up to 4 credits during the last two years. (*Fall and Spring*)
- 495 Senior Comprehensives (0).** Prereq: Senior SME Standing  
Each student majoring in Sports Medicine and Exercise Science will be required to take a written and oral examination covering all SME courses at the end of their senior year. They will be required to pass with a grade of 70%. The grade will be listed on the transcript as an 'S' (satisfactory) or a 'U' (unsatisfactory). (*Fall and Spring*)

### **Teaching English As A Second Language (TESL)**

\*The TESL 311 course is now under the English Language Teaching department course number ELT 311.

### **Theatre (THE)**

Associate Professor Sollish, Chair  
Associate Professor Frost  
Associate Professor Sartwell  
Assistant Professor Freeman  
Specialty Instructor Bert

The study of Theatre at Belhaven focuses on story and service. Students will gain a working knowledge of dramatic structure, the function and application of story, and the history and contemporary field of theatre. Students will be given the opportunity to explore and apply that knowledge, stretching their God-given abilities in practical experiences while working in collaboration with each other, as well as faculty and guest artists, all in the spirit of service to their collaborators, their community and their Creator. Culminating projects in theatre include supervised internships, individualized senior projects or recitals, THE 441, 498 and 499.

All majors in Theatre, regardless of degree or emphasis, are required to complete the following courses:

THE 120, 140, 141, 151, 211, 250, 305, 473, 474, 475, and 6 semesters of Theatre Lab (6 hours) and enrollment in THE 100 Theatre Seminar (0). (Total: 33 hours)

For students interested in a generalist approach to theatre, the department offers opportunities for participation in course work and production for majors leading to a Bachelor of Arts degree in Theatre. The department also offers a Bachelor of Arts in Theatre degree with an emphasis in Theatre Ministry and a Bachelor of Arts in Theatre degree with an emphasis in Dramatic Writing.

For students interested in concentrated study in acting or musical theatre, the department offers opportunities in course work and production leading to a Bachelor of Fine Arts in Acting degree or a Bachelor of Fine Arts in Musical Theatre degree. Students must complete a satisfactory audition prior to admission to either of the department's B.F.A. programs.

#### **Bachelor of Arts in Theatre (no emphasis)**

The B.A. in Theatre is a liberal arts degree designed to give students a wide range of training in different facets of the art of theatre, both off stage and on. The Bachelor of Arts program allows students the flexibility to pursue a diversity of interests both within the department and outside of their major. Students who graduate with a B.A. in Theatre may choose to continue their study at the graduate level, teach theatre at the secondary level, and/or pursue careers as actors, designers or technicians in professional or non-professional venues.

The minimum number of hours in theatre courses required for a B.A. is 46. In addition to the core classes listed above, the course requirements for the Bachelor of Arts in Theatre include: THE 110, THE 205, 3 hours of a Performance or Technical elective, and 4 hours of additional Technical electives.

#### **Bachelor of Arts in Theatre (Theatre Ministry emphasis)**



The B.A. in Theatre with an emphasis in Theatre Ministry is a liberal-arts degree intended to provide students skills and training in both theatre arts and in ministry. Students who graduate with a B.A. in Theatre (Theatre Ministry) will be prepared to utilize the art and craft of theatre to serve within a variety of ministry organizations.

The minimum number of hours in theatre courses required for a B.A. with a Theatre Ministry emphasis is 53. In addition to the core classes listed above, the course requirements for the Bachelor of Arts in Theatre (Theatre Ministry) include: THE 200, 300, 3 hours in Scriptwriting or a Technical elective, 6 hours of Ministry and Worship electives, and two hours of Technical Electives.

### **Bachelor of Arts in Theatre (Dramatic Writing emphasis)**

The B.A. in Theatre with an emphasis in Dramatic Writing is a liberal-arts degree intended to provide students a solid foundation in theatre studies in general and specifically in the creation and development of new plays. This degree is designed for students who wish to pursue additional professional and/or graduate study in playwriting.

The minimum number of hours in theatre courses required for a B.A. with a Dramatic Writing emphasis is 54. In addition to the core classes listed above, the course requirements for the Bachelor of Arts in Theatre (Dramatic Writing) include: THE 210, 410, 412, 472 or 493, CWR 211 and a 3 hour Creative Writing elective.

### **Bachelor of Fine Arts in Acting**

The B.F.A. in Acting is a professional degree that provides an intensive study in acting supported by general studies. Students in this program are required to audition and be available to perform in all departmental productions. B.F.A. in Acting students are required to participate in Audition Day Juries each semester, presenting a growing list of potential audition material. To graduate, B.F.A. in Acting students must perform a Senior Showcase, demonstrating command of the material learned in coursework. Students who graduate with a B.F.A. in Acting will be prepared to pursue acting as a career. Students who graduate with a B.F.A. in Acting may choose to continue their study at the graduate level. The minimum number of hours in theatre courses required for a B.F.A. in **Acting** is 78. In addition to the core classes listed above, the course requirements for the Bachelor of Fine Arts in **Acting** Theatre (Acting) include: THE 251, 261, 265, 293, 295, 351, 361, 365, 451, THE 257 or 281, THE 280 or 493, MUS 110 and 111, 16 hours of Theatre electives, and 2 hours of Senior Showcase (THE 498).

### **Bachelor of Fine Arts in Musical Theatre**

The B.F.A. in Musical Theatre is a professional degree that provides an intensive study in musical theatre, including singing, dancing, and acting. This rigorous study of musical theatre is supported by general studies. B.F.A. in Musical Theatre students are required to audition and be available to perform in all departmental productions. Students in this program are required to participate in Audition Day Juries each semester, presenting a growing list of potential audition material.

Students are required to pass a piano proficiency test. To graduate, B.F.A. in Musical Theatre students must perform a Senior Showcase, demonstrating command of the material learned in coursework. Students who graduate with a B.F.A. in Musical Theatre will be prepared to pursue careers in musical theatre.

The minimum number of hours in theatre courses required for a B.F.A. in Musical Theatre is 84. In addition to the core classes listed above, the course requirements for the Bachelor of Fine Arts in Musical Theatre include: THE 251, 257 and 258, 265, 276, 281 and 282, 293, 295, 333, 365, 376, DAN 115, 116 and 117, MUS 121 and 122, MUS 123/124, 223, 224, MUS 393, 8 semesters of voice lessons (8 hours), 3 semesters of choral ensemble (3 hours) and 2 hours of Senior Showcase (THE 498).

### **Theatre minor (21 hours):**

The requirements for a minor in Theatre are: THE 120, THE 140, THE 141, THE 151, THE 211, 3 hours of Theatre Lab and 6 hours of Theatre Electives (excluding Theatre Lab). Two semesters of participation in THE 100 Theatre Seminar is also required.

**Honors Program:** The theatre department offers opportunities for students to enroll in honors courses from its department. The following are general education, elective, and major courses that may be taken as honors courses: THE 200, 210, 250, 300, 340, 472, and 475. For students majoring in this department, one must pass a minimum of nine hours of honors courses within the discipline and a minimum of nine hours from the honors courses of other departments. Each course must be passed with a B or better. No more than 18 hours are required for the honors degree. For other honor's program policies, see "Honors Program" under the "Administration of the Curriculum" section of the catalogue.

### **100 Theatre Seminar (0).**

A gathering of all theatre majors at Belhaven University. Students are required to attend Theatre Seminar weekly and present an audition and/or portfolio at least once per semester. Students receive a S/U on their transcript for each semester of participation. Students may be exempted from attending the course due to other obligations with the approval of the theatre department chair. Performance exemptions are rare and may only be obtained with the

approval of the theatre department chair. Students must enroll in THE 100 for each semester in which they are declared theatre majors. (*Fall and spring*)

**101-102 Theatre Lab (1).**

A practicum course requiring participation in the Belhaven University Theatre Season. Students receive credit for their practical crew and cast positions for the semester. Must be taken 6 semesters. Transfer students with fewer than 6 semesters at Belhaven can substitute additional production or performance electives as approved by the theatre department chair. (*101 Fall only; 102 Spring only*)

**110 Art of Story (3)**

In this course we examine the structure and pieces of storytelling through multiple mediums and varying art disciplines, through which we gain a greater understanding of how stories work, and why they are important to the arts in communicating an idea. (*On Demand*)

**120 Perspectives in Theatre (3)**

An introduction to what it means to be a Christian theatre artist. Particular emphasis is placed on an examination of the variety of career and ministry opportunities available in the field of theatre. (*Spring only*)

**140 Stagecraft I (2).** Co-req: THE 141 Stagecraft Lab

Study of the basic principles and techniques of the technical elements of theatre. The student will be introduced to stagecraft and set construction techniques, technical drawings, safety with and the proper usage of the power tools, and an overview of theatrical production organization and administration. Much of the lab time will emphasize the practical application of the material taught in class. Required of all theatre majors. (*Fall only*)

**141 Stagecraft Lab (1).** Co-req: THE 140 Stagecraft I

Study of the basic principles and techniques of the technical elements of theatre. The student will be introduced to stagecraft and set construction techniques, technical drawings, safety with and the proper usage of the power tools, and an overview of theatrical production organization and administration. Much of the lab time will emphasize the practical application of the material taught in class. Required of all theatre majors. (*Fall only*)

**151 Acting I: Fundamentals of Acting (3).**

An introduction to the basic principles of acting using modern scene study and improvisations. Required for all theatre majors. (*Fall only*)

**200 Theatre Ministry I (3).**

Students investigate the historical, theological, and aesthetic relationships of theatre and religion, studying available Christian dramatic literature. Examples will be cited on the potential and limitations of how theatre arts ministry can be used as a discipleship, education, and evangelism tool. In addition to classroom examples, opportunities will be provided for site-based ministry observations. The course will give specific career directions for theatre arts-related ministries, and survey successful ministry organizations using the theatre arts. (*Fall, odd years*)

**201-202 Theatre Lab (1).**

A practicum course requiring participation in the Belhaven University Theatre Season. Students receive credit for their practical crew and cast positions for the semester. Must be taken 6 semesters. Transfer students with fewer than 6 semesters at Belhaven can substitute additional production or performance electives as approved by the theatre department chair. (*201 Fall only; 202 Spring only*)

**205 Introduction to Theatre Design (3).**

An introduction to the principles and execution of design for the theatre. (*Fall, odd years*)

**210 Scriptwriting (3).**

This course is designed as an introduction to the principles of storytelling as a dramatic art. Students will develop rough ideas through treatments and scripting exercises (including free form writing and dialogue construction) that will prepare them from writing short scripts for stage and screen. (*Fall only*)

**211 Script Analysis (3).**

An investigation of dramatic structure and analysis. Specific emphasis is placed on analysis from the perspective of the director, the actor, and the designer. This course is also designed to introduce students to several major plays in the history of dramatic literature. Required for all theatre majors. *(Fall only)*

- 240 Stagecraft II (3).** Prereq: THE 140.  
Students will explore and apply principles of technical theatre within the areas of costumes, props, lighting, and sound production. *(Spring, even years)*
- 250 Makeup for the Stage (3).**  
Through lectures, practical assignments, and evaluations, students will receive a solid foundation in the application of stage makeup. They will also explore how an actor can use makeup as a tool to express character on stage. Required for all theatre majors. *(Fall only)*
- 251 Acting II: Intermediate Acting (3).** Prereq: THE 151  
A continuation of the study of acting with emphasis on action-based technique and character development. *(Fall only)*
- 255 Stage Combat I (2).** Petition Required.  
This beginning course teaches how to create the illusion of violence for stage and screen including basic instruction in Unarmed (feet, fists, slaps, punches, kicks, falls, and rolls) and Rapier and Dagger (Parries, cuts, thrusts and more!). The emphasis is on safe and realistic violence for the stage. *(On Demand)*
- 257 Jazz for Musical Theatre I (1).**  
Beginning Jazz Technique for Musical Theatre Performance *(Fall, Odd years)*
- 258 Jazz for Musical Theatre II (1).** Prereq: THE 257  
Intermediate Jazz Technique for Musical Theatre Performance *(Spring, Even years)*
- 261 Acting Studio I (2).** Petition Required.  
Intensive scene study using contemporary scripts. *(Spring only)*
- 265 Voice and Movement for the Actor (3).** Prereq: THE 151  
This course introduces the student to the body and the voice as created and as creative instruments of expression. Each student will participate in presenting materials individually and in ensemble. It is an applied study of the foundations of human expression as it relates to stage performance. Applying movement to meaning through gesture. Applying sounds to make words and amplifying the text. This course requires additional out-of-class time for rehearsal of material. *(Spring, Even years)*
- 276 Musical Theatre Studio I (2).** Prereq: THE-151.  
Applied study of musical theatre repertoire. This class works toward a public performance at the end of the semester. *(Spring only)*
- 280 Improvisation (3).**  
This course offers students a chance to gain experience in techniques of theatrical improvisation, and its application to rehearsal processes, as well as an opportunity to perform Improv Comedy in a live audience setting. A study of different improv companies, approaches, techniques and perspectives will enhance the practical experiences. *(Spring, odd years)*
- 281 Tap for Musical Theatre I (1).**  
Beginning Tap Technique for Musical Theatre performance *(Fall, Even years)*
- 282 Tap for Musical Theatre II (1).** Prereq: THE 281  
Intermediate Tap Technique for Musical Theatre performance *(Spring, Odd years)*
- 285 Costume Construction (3).**  
Students will encounter an introduction to the principles and techniques of costume construction; including shop organization, management, cutting, sewing techniques, and wardrobe maintenance. *(Spring, odd years)*
- 293 Audition Techniques (2).** Prereq: THE 151

Emphasis on development and maintenance of an audition repertoire. Additional focus placed on headshots, resumes (*Fall, Even years*)

- 295 Social Dance for the Stage (1).**  
An introduction to a variety of social dances typically encountered in theatre, including waltz, tango, English country dance, foxtrot, Renaissance dance, and others. (*Spring only*)
- 300 Theatre Ministry II (3).**  
The focus of this course deals with the requirements involved in the management and operation of theatre arts as a ministry. Specific techniques will be provided for the operation of theatre arts ministry programs. Methods for designing activities will be given to foster efficient, effective and cooperative programs. Two different areas will be presented, including full-time theatre arts ministry and the arts ministry within a church. (*Fall, even years*)
- 301, 302 Theatre Lab (1).**  
A practicum course requiring participation in the Belhaven University Theatre Season. Students receive credit for their practical crew and cast positions for the semester. Must be taken 6 semesters. Transfer students with fewer than 6 semesters at Belhaven can substitute additional production or performance electives as approved by the theatre department chair. (*301 Fall only; 302 Spring only*)
- 305 Production Management (3).** Recommended THE 140 and THE 151  
Principles for stage management and production management for the theatre. (*Spring, Odd years*)
- 326 Sound Engineering (2).** Recommended THE 240  
This course presents creative application of digital sound editing for media. Students will learn to design, create and edit sound using standard audio equipment and computer software. Editing pre-recorded music, creating realistic sound environments and representing visual art with sound will be some of the specific techniques investigated. (*On Demand*)
- 333 Acting for the Musical (3).** Prereq: THE 151  
This course cultivates the skills of analyzing, interpreting, and performing the two primary texts of the musical theatre song: lyrics and music. By learning the performer's mind/body connection through researching musical theatre repertoire, students ultimately are prepared for an effective musical theatre singing audition. (*Fall, odd years*)
- 340 Theatre Management (3).**  
A study of the business of theatre, budgeting, feasibility studies, funding, publicity/promotion, master scheduling, and event handling. Internship with a theatre or performance organization. (*Spring, even years*)
- 347 Props (2).** Prereq: THE 140.  
An introduction to the principles and techniques of set design and props in relation to a unified stage production. Proper drawing, labeling, and use of scale plans and models as well as the design and accumulation of performance props to accurately convey the playwright's intents and director's vision are required. (*On Demand*)
- 351 Acting III: Period Acting Styles (3).** Prereq: THE 251  
Study and practice of acting styles from Ancient Greece through the Victorian Era. (*Spring, Odd years*)
- 358 Costume Crafts (2).** Prereq: THE 285  
An introduction to the art and craft of costuming. Including but not limited to areas of cobbling, millinery, and wig making. (*On Demand*)
- 361 Acting Studio II (2).** Prereq: THE 261  
Intensive scene study using contemporary scripts. (*Spring only*)
- 365 Dialects (2).** Prereq: THE-265  
A study in the techniques of vocal adjustments to take on dialects from different regions, nationalities, and backgrounds for the use in theatrical performance. Advanced vocal technique and preparation. (*Spring, odd years*)
- 376 Musical Theatre Studio II (2).** Prereq: THE 276  
Applied study of musical theatre repertoire. This class works toward a public performance at the end of the semester. (*Spring only*)

- 390 Theatre for Young Audiences (2).**  
A study of the theory and practice of performance for children and young audiences. (*On Demand*)
- 401, 402 Theatre Lab (1).**  
A practicum course requiring participation in the Belhaven University Theatre Season. Students receive credit for their practical crew and cast positions for the semester. Must be taken 6 semesters. Transfer students with fewer than 6 semesters at Belhaven can substitute additional production or performance electives as approved by the theatre department chair. (*401 Fall only; 402 Spring only*)
- 405 Advanced Topics in Theatre Design (3).** Petition Required  
An advanced exploration of an area of theatre design. Topics vary from semester to semester. Topics may include scenic design, costume design, rendering, drafting, etc. May be repeated for credit provided the topic is different. (*On Demand*)
- 410 Playwriting (3).** Prereq: THE 210  
This course is designed as an advanced study in the art of dramatic writing for the stage. Students will develop story ideas from concept through development and scripting to produce a full-length script for stage. Several styles and genres of plays will be explored and will include treatments and scripting exercise, free form writing and dialogue construction; as well as an examination of the process of getting a play produced. (*Spring, even years*)
- 412 Screenwriting (3).** Prereq: THE 210  
An advanced study in the art of dramatic writing for the screen. Students develop story ideas from concept through development and scripting to produce a full-length screenplay; examining genre and its effect on structure, and studying techniques in scripting that enable clearer communication of story. (*Spring, odd years*)
- 440 Scenic Painting (2).** Petition Required  
An introduction to the art and craft of scenic painting. Learning faux texturing techniques, large scale painting skills, and practical application of color theory. (*On Demand*)
- 441 Internship (1-3).**  
Supervised practical experience in theatre. May combine work in residence with a theatre or ministry entity, site visitations to various facilities in pursuit of a particular pre-approved topic, or a combination of documented experiences in the field. Approval of the department chairman is required. Refer to "Student Intern Programs and Practicums" for further requirements. (*On Demand*)
- 445 Mission Trip (1-3).**  
A travel seminar with significant hands-on ministry, usually in a cross-cultural setting. Should be taken for one (1) hour credit during the semester preceding the mission trip for the purposes of preparation. There will be an emphasis on understanding and relating appropriately to those of other backgrounds while carrying out a ministry project. May be taken for a maximum of three credits. Approval of the department chairman is required. (*On Demand*)
- 450 Advanced Makeup (2).** Prereq: THE 250  
Building upon the foundations of THE 250. Exploring appliances, prosthetics, bald caps, and other makeup applications. (*Spring, even years*)
- 451 Acting IV: Avant-Garde Acting Styles (3).** Prereq: THE 251  
Study and practice of acting styles from the twentieth and twenty-first centuries, including the Isms and physical-based acting approaches such as Viewpoints and Suzuki. (*Spring, Even years*)
- 472 Dramaturgy (3).** Prereq: THE 211  
This course provides an overview of the art and craft of dramaturgy in the contemporary theatre. Through individual and group projects, students examine the role the dramaturge plays in developing production concepts, conducting production research, choosing translations, and developing adaptations of literature for performance. (*Spring, even years*)
- 473 History and Literature of the Theatre I (3).** Prereq: THE 211

An overview of theatrical practices, innovations, and literature from 2000 BC through the 18th century. Emphasis will be placed on an examination of dramatic scripts, primary sources, and received historical narratives as a means for exploring the cultural significance of theatre and performance. (*Fall only*)

- 474 History and Literature of the Theatre II (3).** Prereq: THE 211  
An overview of theatrical practices, innovations, and literature from the 19th century through the present. Emphasis will be placed on an examination of dramatic scripts, primary sources, and received historical narratives as a means for exploring the cultural significance of theatre and performance. (*Spring only*)
- 475 Directing I (3).** Prereq: THE 140, THE 151 and THE 211  
Students investigate and apply the stage director's art and craft; play selection, casting, mounting the play, rhythm, characterization, and actor-director relationships. (*Fall only*)
- 475 Directing II (3).** Prereq: THE 475  
Students investigate advanced methods of stage directing beyond the fundamentals of Directing I. Global theories of directing and directing in non-traditional venues will also be examined. The semester will culminate in the presentation of a ten-minute play. (*Spring only*)
- 485 Advanced Costume Construction (2).** Prereq: THE 285  
A continuation and building upon the skills learned in THE 285 through production and project work. The goal is to introduce the students to more complex and detailed costume construction and wardrobe skills. (*Spring, even years*)
- 493 Devised Theatre (2).** Petition Required  
This course is a practical study of the processes and perspectives in the group creation of performance material for live theatre. A study of a variety of companies and approaches will inform the culminating project of an original, devised work in performance. (*Fall, even years*)
- 494 21st-Century Theatre and Literature (3).** Prereq: THE 211  
A study of contemporary trends in the world of theatre. Recent productions and publications will be studied, as well as an examination of developments in the realm of both commercial and avant-garde theatre in America and around the world. (*On Demand*)
- 495 Directed Studies (1-3).**  
This course is designed to give students applied experience in special areas of theatre activity. (*On Demand*)
- 497 Special Topics in Theatre (1-3)**  
Advanced course for practical experiences in a specialty aspect of theatre study. (*On Demand*)
- 498 Senior Showcase (2).**  
Prepare and present a recital of 30-40 minutes, not including breaks. Recital may include a collaborative component. Required of all BFA Musical Theatre and BFA Theatre (Acting) majors. Must be taken in the last spring of the student's program of study. All Senior Showcases are subject to the approval of the Theatre Chair and are evaluated by a faculty jury. (*Fall and Spring*)
- 499 Senior Project (1-3).**  
A culminating project for advanced B.A. students. Projects must be coordinated with theatre faculty in advance of enrollment in the class. Example projects include directing a play for the university's studio season; designing for a mainstage or studio production; writing a full-length play for production in the university's studio season; writing an academic article on an approved topic; etc. (*On Demand*)

## Worldview Curriculum (WVC)

Professor Ford, Dean of Worldview Studies

- 301 Christian Interpretation of Life (3).**



This course is a study of the Christian world- and life-view, contrasting Christianity with the worldviews of modernity and post-modernity. This Worldview Curriculum is designed to make the understanding and articulation of worldview (an overarching explanation of life or the perspective from which one interprets the world) a major goal of its educational program. As such, this class will seek to clarify and deepen each student's understanding of the general concept of worldview, providing a framework from which the student can construct and articulate his or her own worldview. (*Fall and spring*)

- 401 Kingdom Life: Family and Workplace (3).** Prereq: WVC 301 (Transfer students only) (WVC 401 only to be taken in semester immediately prior to graduation).  
A practical application of the biblical vision of the Kingdom of God, especially as related to family and workplace. (*Fall and spring*)

## **ADULT STUDIES PROGRAM: INFORMATION FOR PROSPECTIVE STUDENTS**

### **ADULT STUDIES MISSION STATEMENT**

Belhaven's commitment is to provide academic training programs which emphasize quality and relevance within a Christian framework. In addition, the educational philosophy and practices of the programs are designed to recognize the differences between the younger college student and the student who has assumed the adult responsibilities of self-determination, financial independence, and career development.

The adult programs support the mission of the University through their curricula, selection of faculty, and program formats. It is the purpose of the programs to integrate the Christian world view into the curriculum, provide academically qualified Christian faculty, and enable students to maintain employment while gaining preparation academically and spiritually to meet the demands of the workplace.

### **ADULT STUDIES PROGRAM OBJECTIVES**

Through our adult studies program curricula, Belhaven University encourages breadth of vision and promotes the maximum development of each student intellectually, spiritually, culturally, and physically. The following educational objectives are at the core of the adult studies program:

- Develop students' potential, enabling them to face the future with confidence and determination.
- Prepare adult students for leadership and service in their chosen vocation.
- Apply critical thinking and reasoning skills to identify problems and to develop problem-solving abilities.
- Apply theoretical knowledge to solve real-life problems through teamwork within the context of an active learning environment.
- Facilitate social development and effectiveness in interpersonal relationships through developing personal values and constructive attitudes toward work, other people, and the quality of life.
- Form a broad base for a detailed study in a major discipline while giving Christian perspective on the world of ideas.
- Foster and promote a sense of Biblical ethics and values to be applied in the students' personal and professional lives.
- Facilitate spiritual growth by examining personal and corporate values from a Christian worldview.
- Develop written and oral communication skills.

### **UNDERGRADUATE ADMISSION REQUIREMENTS AND PROCEDURES**

All communications regarding entrance to the University should be addressed to the office of adult and graduate studies. Eligibility for admission will be determined when the application, any required fees, and transcripts have been received by the University.

Belhaven University seeks students who desire an excellent education combined with a meaningful student life experience and who will have a reasonable chance of academic success at Belhaven University. Applicants providing evidence of completion of an accredited academic high school curriculum, scholastic achievement, and sound moral character conducive to contributing to the total premium of the University are admitted.

Belhaven University does not discriminate in the administration of its education policies, applications for admission, scholarship and loan programs, or athletic and extracurricular programs. The rights, privileges, programs, and activities at Belhaven University are made available to all students who are enrolled regardless of sex, religion, color, national origin, handicap, or age.

#### **APPLYING FOR UNDERGRADUATE ADMISSION**

##### **First-time Admission**

A student who has never attended any college/university will submit an application for admission, the nonrefundable application fee of \$25.00, and an official transcript from the high school from which he/she graduated. The student must have a minimum high school grade point average of 2.0 on a 4.0 scale.

### **Admission by Examination (GED)**

A student who has earned the General Education Development (GED) certificate may be admitted. An official GED transcript must be provided from the State Department of Education of the state that issued the certificate. Students will need to reach a score of at least 145 on each subject and a total score of 580 or higher across all four subjects in order to be considered for admission.

### **Admission of Home-schooled Students**

A student who has been educated at home (home-schooled) must submit a transcript outlining courses taken and ACT or SAT scores; OR meet the requirements for students applying with a GED.

### **Transfer Application Process**

- Transfer students must submit a completed application form, the nonrefundable application fee of \$25.00, and an official college transcript from the last college/university attended to be “Final Accept.”. A student who misrepresents information in filling out the admission application form or a student who finds after admission or enrollment that he or she is ineligible for academic reasons or any other reason to return to his or her last institution and who fails to report this immediately to the office of admission will be subject to disciplinary action, including possible dismissal from the University.
  - Student Athletes: the NCAA requires students competing in intercollegiate athletics to submit final official transcripts from all colleges/universities attended.
  - Nursing Majors: State and national accrediting bodies require students in nursing to submit final official transcripts from ALL colleges/universities attended.
  - Education Majors: State and national accrediting agencies require candidates making application to a school of education teacher preparation program to submit final official transcripts from ALL colleges/universities attended.
- An applying transfer student must produce an unofficial or official transcript from the last college/university they attended in order to register for classes. If unofficial transcripts are submitted, the student will be given thirty days from the beginning date of the first class for the official transcript(s) to be received in the office of adult studies. The official final transcript(s) must be received before the student is considered officially registered and eligible to receive financial aid. It is understood by all parties that, if for some reason a student is denied admission as a result of not having all documentation at the appropriate offices by the deadline stated, Belhaven University is not liable for any losses incurred to the student.
- A student who is applying with fewer than 12 semester hours of college credit or with only experiential/military credit must also have sent to the office of adult and graduate studies an official high school transcript showing the date of graduation. The student must have a minimum high school grade point average of 2.0 on a 4.0 scale. Applications will be processed and admission status determined when all required items are on file.
- A transfer student meeting other qualifications is automatically accepted with a minimum 2.0 cumulative grade point average on a 4.0 scale. Nonacademic elective credits in physical education are excluded from grade point average (GPA) calculation.
- Transfer credits may be accepted from other institutions of higher learning only when the program of the transferring institution is acceptable to the receiving institution.
- A student under academic suspension from another college or university may not enter Belhaven for semester following his/her suspension. A student who has been permanently dismissed from another college or university will not be eligible for admission to Belhaven University.

### **International Application Process**

- All international students should complete an application for admission and submit the nonrefundable \$25.00 application fee to the office of adult studies at Belhaven University.
- An English translation and evaluation of all course work is required by Belhaven University. We recommend the following company and can provide an application for this service:
  - World Education Services, Inc.
  - P.O. Box 745
  - Old Chelsea Station
  - New York NY 10113-0745
  - Phone: 212-966-6311 or 800-937-3895
  - Fax: 212-966-6395
  - E-mail: [info@wes.org](mailto:info@wes.org)

- A TOEFL score of 525 (71iBT) or a score of 6 on the IELTS is required. In registering for the TOEFL, note the Belhaven TOEFL code number is 1055.
- All international students must include with the admission application an official guarantee of funds (in the form of an official letter of sponsorship and/or an official bank statement showing funds available for the first academic year of attendance). This form may be referred to as an affidavit of support.
- International students must provide proof of medical insurance. Applicants must submit mumps, measles, and rubella immunizations certificate and have arrangements made to be tested for tuberculosis prior to registration.

Any student applying for financial aid should complete ALL financial aid forms. For more information concerning financial aid, please call our Jackson campus at (601) 968-5933 or toll free number (800) 960-5940.

### **Veterans**

Belhaven University is approved for veterans who qualify for education under the privileges provided by federal laws. A veteran who wishes to be assessed for military credit or who will use veteran benefits must submit a copy of Form DD214 and/or DD295 to Belhaven University and contact the VA certifying official at their appropriate campus.

### **Admission Requirements**

- Official transcripts from all colleges or universities previously attended. Students applying with fewer than 12 semester hours of college credit must also submit an official high school transcript showing the date of graduation. A 2.0 grade point average (GPA) is required.
- A student who has earned the General Education Development (GED) certificate may be considered for admission. An official GED transcript must be provided from the State Department of Education of the state that issued the certificate; average standard score of 50, subscores of 45 or higher may be considered for admission.
- All transfer credit must be college academic level with a minimum cumulative GPA of 2.0 on a 4.0 scale. Applicants whose native language is not English must provide evidence of proficiency in English by scoring 550 paper-based, or 79 internet-based on the Test of English as a Foreign Language (TOEFL). The TOEFL requirement may be waived under certain circumstances if English proficiency can be demonstrated through other reliable documentation.

### **Preliminary Admission**

Students who provide unofficial documentation (such as transcripts) but are missing official documentation may be admitted preliminarily. These students will be given 30 days from the beginning date of the first course to provide official documentation to the office of adult studies or risk being removed from class. A student cannot be certified for financial aid until he/she is officially admitted to the University.

### **Deferred Admission**

Applicants may have admission deferred for one or more of the following:

- GPA lower than 2.0.

### **Readmission**

A student who has previously withdrawn and desires reentry into the program will:

- Complete the reentry request form and return it at least one week prior to reentry.
- Contact the Director of Student Services, who will obtain re-entry clearance.
- Students should contact the Student Financial Services – Student Accounts office to make arrangements for payment and financial aid if applicable.

A student who has been out of the Adult Studies program for six months or longer must fill out an attest form, and will reenter under all current program policies. A student who has been out for one year or longer must reapply.

### **Transfer Credits**

Transfer of credit is controlled by the receiving institution and accreditation does not guarantee transferability. Belhaven University usually allows full credit to transferring students for work completed at other regionally-accredited institutions; however, some courses which are not regarded as consistent with a liberal arts curriculum (to be determined by the provost) may not be credited toward a degree. Also, remedial courses are not transferable. A grade of D will be accepted for credit if the student has an overall average of C on all courses transferred from that school. Only grades of C or better can be accepted for transfer credit in English Composition I and English Composition II, and College Algebra or a higher level

math. In the case of transcripts submitted from more than one institution, each transcript is evaluated as a separate unit in chronological order.

A student pursuing an associate of arts degree may transfer a maximum of 53 semester hours of credit. A minimum of 17 semester hours of credit must be earned in residency at Belhaven University for the A.A. degree.

Once a student has earned 64 hours of junior and/or senior college credit, he/she may not transfer in any more junior or community college hours. A minimum of 60 semester hours of credit must be earned at Belhaven University or another senior college. A maximum of 50% of the bachelor's core curriculum may be transferred into the bachelor's curriculum with remaining curriculum to be completed at Belhaven University.

Alternate credits may be accepted for transfer under certain conditions. Please consult the section on "Alternate Credits."

#### **Non-degree seeking, Special Student Application Process**

- Submit a completed application for admission with fee of \$25.
- Non-degree seeking students, after attempting six semester hours, must either apply for admission as a degree-seeking student or make a request to be continued as a non-degree seeking student (maximum of 12 hours).
- Non-degree seeking students must submit a letter of good standing or an official transcript from the last college attended. A non-degree seeking student will be allowed to apply during registration if an unofficial transcript or letter of good standing is available. The student will be given 30 days after registration for the official document to be received in the office of admission.

NOTE: Only 12 hours taken as a non-degree student may be applied toward a degree.

## **GRADUATE ADMISSION REQUIREMENTS AND PROCEDURES**

All communications regarding entrance to graduate program at Belhaven University should be addressed to the Admission Office of Adult and Graduate Studies at the appropriate campus. Eligibility for admission will be determined when the application, fees, transcripts, and applicable test scores have been received by the University.

### **Master of Business Administration Admission Requirements**

#### **Regular Admission**

- A bachelor's degree in Business from a regionally-accredited college or university and an official transcript from the institution granting your baccalaureate degree and official transcripts of all graduate level work, if any.
- Successful completion (with a grade of C or better) of college algebra or a higher mathematics course.
- Proficiency in the English language as demonstrated by at least two years of successful academic work at the college or university level in the United States or by a minimum score of 550 paper-based, or 79 internet-based on the Test of English as a Foreign Language (TOEFL).
- A 2.8 cumulative undergraduate GPA.
- Those with 9 credit hours of master level courses in a comparable discipline, a 3.0 GPA or higher in each course, from a regionally accredited institution can be considered in lieu of undergraduate GPA.

Applicants who do not meet the regular admission requirements, but show the potential for success in the M.B.A. program, may be admitted. The student should submit an essay and 2 letters of recommendation for review by the program committee

A quality point index is calculated at the end of each semester to determine a student's academic standing: warning, probation, suspension or dismissal.

#### **Preliminary Admission**

Students who provide unofficial documentation (such as transcripts) but are missing official documentation may be admitted preliminarily. These students will be given thirty days from the beginning date of the first course to provide official documentation to Adult Studies or risk being removed from class. A student cannot be certified for financial aid until he/she is officially admitted to the University. It is understood by all parties that, if for some reason a student is denied admission as a result of not having all documentation at the appropriate offices by the deadline stated, Belhaven University is not liable for any losses incurred to the student.

## **Master of Public Administration Admission Requirements**

### **Regular Admission**

- A bachelor's degree from a regionally-accredited college or university and an official transcript from the institution granting your baccalaureate degree and official transcripts of all graduate level work, if any.
- Proficiency in the English language, as demonstrated by at least two years of successful academic work at the college or university level in the United States or by a score of 550 or higher on the Test of English as a Foreign Language (TOEFL) administered by ETS.
- Two letters of recommendation, with at least one recommendation from a current or former employer.
- A cumulative GPA of 2.5 on all undergraduate work or a cumulative on the last 60 hours of undergraduate work. Those with 9 credit hours of master level courses in a comparable discipline, a 3.0 GPA or higher in each course, from a regionally accredited institution can be considered in lieu of undergraduate GPA.
- CSM or CPM certification is accepted in lieu of testing requirements above for regular admission.

Applicants who do not meet the regular admission requirements, but show the potential for success in the M.P.A. program, may be admitted using the following criteria:

- Student has submitted all required documents for regular admission for the MPA program.
- The student has submitted an entrance essay which demonstrates why the student will be successful in the program to the Office of Admission.
- The application file has been reviewed and approved by the designated Admission Committee for Conditional Acceptance.

A quality point index is calculated at the end of each semester to determine a student's academic standing: warning, probation, suspension or dismissal.

## **Master of Science in Leadership/Master of Science in Leadership - Ministry Concentration Admission Requirements**

### **Regular Admission**

- A bachelor's degree from a regionally-accredited college or university and an official transcript from the institution granting your baccalaureate degree and official transcripts of all graduate level work, if any.
- Proficiency in the English language, as demonstrated by at least two years of successful academic work at the college or university level in the United States or by a score of 550 or higher on the Test of English as a Foreign Language (TOEFL).
- Demonstration of ability to perform graduate level work as exhibited by one of the following:
  - At least 2.5 (on a 4.0 scale) in the last sixty hours of undergraduate study.
  - Those with 9 credit hours of master level courses in a comparable discipline, a 3.0 GPA or higher in each course, from a regionally accredited institution can be considered in lieu of undergraduate GPA.

Applicants who do not meet the regular admission requirements, but show the potential for success in the M.S.L. program, may be admitted using the following criteria:

- Students whose undergraduate grade point average is below 2.5.
- The student may be asked to submit an essay or recommendations for review by the program committee.

A quality point index is calculated at the end of each semester to determine a student's academic standing: warning, probation, suspension or dismissal.

## **Master of Fine Arts in Dance**

### **Regular Admission**

The following are required at the time of application:

1. Completed application for admission and \$25 nonrefundable application fee.
2. Submit official transcripts from college or university attended (undergraduate degree in dance or related area with a min. 2.8 GPA overall and a min. 3.0 GPA in Dance studies).



3. 300-500 word letter of intent to articulating interest in graduate dance studies, including an example of incorporation Christian faith in a dance context.
4. Two letters of recommendation (one academic and one dance-related).
5. A professional resume (a minimum 2 years of field-related experience is preferred).
6. A writing sample (no more than 15 pages) which demonstrates analytical and verbal ability, preferably related to the field of dance.
7. A choreographic and/or performance sample from the last five years, 10-15 minutes, via hyperlinks from youtube or vimeo.
8. Personal interview with the chair of the dance department and the director of MFA in Dance program.
9. Audition in person for the chair of the dance department and dance faculty for admission to the program.

## **Graduate School of Education Admission Requirements**

### **Degree-seeking Application Process**

#### **Master of Arts in Teaching (MAT) Mississippi Alternate Route to Teacher Certification – Offered at the Jackson and DeSoto, MS campuses only. (The first two courses may be taken online)**

- Submit completed application of admission with fee of \$25.
- Applicants must have an earned degree Bachelor of Science or Bachelor of Arts Degree from a regionally accredited College or University.
- Applicants must have a cumulative grade point average (GPA) of 2.75 or a 2.75 GPA or higher on the last 60 credits earned toward a bachelor degree.
- If an applicant has a cumulative GPA of 3.0 or higher in 6 or more graduate credit hours from courses taken in an accredited and approved graduate program then the graduate course GPA will supersede the applicant's undergraduate GPA.

#### **Conditional Admittance**

- Candidates failing to meet the GPA requirements are allowed to appeal to the Admission Committee for review of their qualifications.
- Items needed for review:
  - Two letters of recommendation (not from family members)
  - Personal essay relating to reasons for low GPA and how your desire to advance your education is prompting this appeal
  - Copies of all transcripts
- Results of the appeal could be: admit with no restrictions, admit with conditions, defer admittance, deny admittance
- Decisions of the committee are final.

#### **Requirements for Initial Licensure**

- Submit *Praxis Core Academic Skills for Educators Test (CORE)*, *ACT* or *SAT* scores (scores on all subtests must meet Mississippi licensure requirements).
  - Praxis CORE scores: Reading (156), Writing (162), Math (150)
  - ACT scores: Composite score of 21, no sub-score below 18; Super-score reporting is allowed
  - SAT scores: Combined literacy and mathematics scores of 990 or better
- Submit Praxis II Specialty Area Test score (score in content area must meet Mississippi licensure requirements).
- Submit transcript showing satisfactory completion of EDU501 – Measurement and Evaluation Strategies and EDU506-Classroom Management and Organization

#### **Foundations of Reading Exam**

- All candidates seeking teaching licensure for Elementary Education grades 4-6 must take and pass the Foundations of Reading exam (minimum passing score = 229) before they can be recommended for their 5-year A level teaching license.

#### **Master of Education (M.Ed.) and Master of Education in Reading Literacy (M.Ed.RL)**

- Submit completed application of admission with fee of \$25.
- Individuals are eligible to submit application for acceptance into the Belhaven Graduate School of Education Masters of Education Degree Program (M.Ed. or M.Ed. /RL) if they **meet one of the following requirements:**

- Have a teaching degree and certification from an accredited teacher preparation program (i.e. followed the traditional teacher education route to certification)  
OR
- Hold alternate route standard teacher certification  
AND
- Have a **minimum of one (1) full academic year of teaching experience in a public or private school.**

**IN ADDITION: All M.Ed. and M.Ed. /RL applicants meet the following requirements:**

- Applicants must have a cumulative grade point average (GPA) of 2.75 or a 2.75 GPA or higher on the last 60 credits earned toward a bachelor degree.
- If an applicant has 6 or more graduate credit hours from courses taken in a regionally accredited graduate program then the graduate cumulative GPA will supersede the applicant's undergraduate GPA.
- Applicants must have a minimum cumulative GPA of 3.0 on 6 or more graduate credit hours of coursework previously attended.
- Provide evidence of holding a valid standard teaching license.

**IN ADDITION: Master of Education in Reading Literacy (M.Ed. /RL) applicants *must be teaching in a public or private school***  
**AND**

Provide a Letter of Confirmation from a supervising administrator of the individual's current school of employment indicating years of experience and potential as a Reading Literacy specialist.

- **Pass the *Mississippi Foundations of Reading Test*** prior to enrolling in EDU625 or REA632 in the M.Ed. /RL program. Candidates will not be recommended for the Reading Literacy endorsement on their licenses until proficiency on the Reading test is demonstrated.

#### **Proficiency in English**

Proficiency in the English language as demonstrated by at least two years of successful academic work at the college or university level in the United States or by a minimum score of 550 paper-based or 79 internet-based on the Test of English as a Foreign Language (TOEFL). (A REQUIREMENT FOR ADMITTANCE TO ANY GRADUATE PROGRAMS)

#### **Licensure Only (Mississippi Alternate Route), Special Student Application Process (non-degree seeking)**

- Submit a completed application for admission with fee of \$25.
- Non-degree seeking students must submit an official transcript from their undergraduate/graduate degree-granting colleges/universities.
- Non-degree seeking students, after attempting six semester hours, must either apply for admission as a degree-seeking student or make a request to be continued as a non-degree seeking student (maximum of 12 hours).

NOTE: Only 12 hours taken as a non-degree student may be applied toward a degree.

A student whose study at Belhaven University has been interrupted for three or more consecutive semesters must apply for readmission. The requirements for degrees in effect at the time of readmission must be completed. Any student suspended for academic reasons may be readmitted only upon the recommendation of the Graduate Teacher Education Council.

The time you begin your first course in the MAT, MED-Curriculum and Instruction, MED-Preparation for National Board, MED-Educational Technology or MED-Reading Literacy program to the time you complete your studies and graduate cannot exceed five (5) years.

## **STUDENT FINANCIAL SERVICES REGULATIONS**

### **Student Financial Services – Student Accounts**

All charges for the entire session are to be paid prior to the first class meeting of the session unless satisfactory payment arrangements have been made. Students whose accounts are past due are subject to a late fee of \$ 100.00, “holds” on registration, semester grades, transcripts and graduation and may not be able to participate in the plan for future semesters.

**Institutional Refund/Withdrawal Policy**

Students who officially withdraw from a session or from the University are entitled to tuition credits/refunds on the session tuition and fee charges according to the following policies:

- All application fees are nonrefundable.
- If a student wishes to cancel his/her enrollment agreement prior to beginning classes, the refund policy provides for cancellation of all obligations, except for books, supplies, or materials which are not returnable because of use, within 3 business days upon notification.
- All refunds/credits for charges to the student’s account will be granted on the basis of the date on which notification of the intent to withdraw is received by student services and the student’s last date of attendance and will be made within 30 days of the established withdrawal date.
- Courses Not Attended – For courses offered in modules, a refund/tuition credit of 100% will be given for all courses where no attendance has occurred.
- Course Withdrawal – When student services receives notification of a students’ intent to withdraw from a course prior to attending the first class meeting, a refund/tuition credit of 100% will be given for the course.
- Once courses have begun, a refund percentage shall be processed based on when the course is dropped:

**For Undergraduate, 5 Week Courses**

During the first week:100%

During the second week:50%

During or after third week: 0%

**For Graduate, 8 Week Courses**

During the first week:100%

During the second week:75%

During the third and fourth weeks: 50%

After the fourth week: 0%

- Program Withdrawal – When student services receives notification of a students’ intent to withdraw from the University or in cases of an administrative withdrawal, students will receive a 100% refund/credit for all courses for which the student has not attended.
- In cases where a student’s withdrawal is the result of extenuating circumstances such as student injury, prolonged illness or death or a natural disaster, Student Services should be contacted to obtain a qualified determination of whether the circumstance warrants an exception to the prescribed refund policy.

***Students withdrawing after receiving federally funded Title IV financial assistance:*** If a student withdraws from a course it could result in a portion or all of financial aid funds being returned to the lender. Additionally, if a student withdraws from the University on or before the 60% point in time of the period of enrollment, calculated using calendar days, a portion of the total of Title IV funds awarded a student (Pell Grant, Supplemental Educational Opportunity Grant, Federal Perkins Loan, Federal Direct Loan, or Federal PLUS Loan) must be returned, according to the provisions of the Higher Education Amendments of 1998. The calculation for the return of funds may result in the student owing a balance to the University and/or the federal government.

The refund to the Title IV programs must be returned in the following order:

- (1) Federal unsubsidized Direct Loan

- (2) Federal subsidized Direct Loan
- (3) Federal Perkins Loan
- (4) Federal Plus Loan
- (5) Federal Pell Grant
- (6) Federal SEOG
- (7) TEACH Grant
- (8) Iraq and Afghanistan Service Grant

If a student withdraws from all courses during a semester, regardless of the reason, federal regulations require Belhaven University to determine the amount of Title IV Federal aid the student has earned. The Title IV aid programs that are covered by this law are: Pell Grants, Federal Supplemental Educational Opportunity Grants (SEOG), all Federal Student Loans, all PLUS Loans, TEACH Grants, and Iraq and Afghanistan Service Grants. The requirements for Title IV program funds when you withdraw are separate from the Belhaven refund policy.

Though your aid is usually posted to your account early in each payment period, the funds are earned as you complete class time. If you withdraw during the semester, the amount of Title IV aid earned up to that point is determined by a specific formula. The withdraw date used in the formula is the last date of attendance for courses for which attendance taking is required. For courses for which attendance is not required, the date of official notification of intent to withdraw or, if later, the last date of academically related activity as determined by Belhaven is used as your withdrawal date. If you withdraw without utilizing the official withdrawal process, the last date of academically related activity will be used if it can be determined. If such a date cannot be established, the midpoint date of the payment period will be used in the calculation.

Students who do not begin attendance in classes are not eligible for federal financial aid and must repay all federal assistance originally received for that semester.

Federal regulations require a recalculation of financial aid eligibility if a student:

- officially withdraws from all courses for the semester;
- stops attending before the semester ends without officially withdrawing;
- does not complete all the sessions for which they were originally registered for in a period of enrollment.

The R2T4 calculation may result in the student and/or parents being responsible for directly returning previously refunded dollars to the U.S. Department of Education.

Any amount of unearned grant funds that must be returned is called an overpayment. Arrangements can be made through Belhaven or the U.S. Department of Education to return the unearned grant funds. Belhaven will notify the student within 45 days of the date of the withdrawal determination, the amount being returned and options for payment reconciliation.

#### **For Students Enrolled in Modules (Adult Campuses and Online)**

A student is considered withdrawn if the student does not complete all of the days in each session that the student was originally scheduled to attend. If a student is registered for a module and fails to attend class, Belhaven must recalculate the percent of time attended and adjust aid earned accordingly.

When a student is enrolled in a series of modules, Belhaven determines if a withdrawal is subject to recalculation of federal financial aid eligibility based on the following questions:

- After beginning attendance in the semester did the student cease to attend or fail to begin attendance in a course or module he or she was scheduled to attend? If the answer is *no*, there is no need for aid adjustment.

If the answer is *yes*, then:

- Was the student still attending any other courses when the student ceased to attend or failed to begin attendance in a course? If the answer is *yes*, there is no need for aid adjustment.

If the answer is *no*, this is a withdrawal and the R2T4 calculation will be performed.

Any amount of unearned grant funds that must be returned is called an overpayment. Arrangements can be made through Belhaven or the U.S. Department of Education to return the unearned grant funds. Belhaven will notify the student within 45 days of the date of the withdrawal determination, the amount being returned and options for payment reconciliation.

#### **Post-Withdrawal Disbursement of Title IV Funds**

If a student does not receive all of the funds earned, the student may be due a post-withdrawal disbursement. Prior to disbursal of a post-withdrawal disbursement, the student must provide Belhaven with permission to do so. The student may choose to decline *some* or *all* of the loan funds so that no additional debt is incurred. Belhaven is entitled to use all or a portion of the student's post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges..

**Other Financial Policies**

Any account balance due for any preceding session/term must be paid before a student will be enrolled for the succeeding term unless satisfactory payment arrangements have been made. The Registrar is not permitted to release transcripts until all indebtedness to the University is paid. A student who has not made satisfactory arrangements with the student accounts office in Student Financial Services regarding his account may be administratively withdrawn from Belhaven University. Additionally, a student will not be allowed to graduate until he/she has settled with the student accounts office in Student Financial Services all his/her indebtedness to the University.

Students who withdraw voluntarily or administratively and have an unpaid balance, for which satisfactory payment arrangements have not been made, will have their account sent to an outside collection agency for collections. Should this action be taken by the University, the student will be responsible for the balance and any additional collection charges and fees related to the collection of the debt. The outstanding balance will also be reported to the credit bureau. All transcripts and diplomas will be held until the balance is paid in full.

Students who are admitted to the University accept as contractual all the terms and regulations set forth in this catalogue and are liable for the payment of all charges and fees incurred during their stay at the University.

**Expenses**

Since economic conditions do fluctuate, Belhaven reserves the right to change its fee charges at the beginning of any program if such a change is necessary in the judgment of the board of trustees. The support of Presbyterian churches, the earnings from endowment investments, and the gifts of alumni and other friends provide funds which enable the University to charge fees that are considerably less than the actual cost of instruction and other services provided.

**Online Tuition** - [http://online.belhaven.edu/college\\_tuition.htm](http://online.belhaven.edu/college_tuition.htm)

**Special Fees (in addition to tuition)**

|  |                  |
|--|------------------|
| Application fee.....                         | \$25             |
| Academic Plan.....                           | \$10             |
| Degree/Certificate Completion audit fee..... | \$100            |
| Incomplete charge/change grade fee.....      | \$25             |
| Letter of good standing.....                 | \$7              |
| Portfolio assessment fee.....                | \$150            |
| Portfolio credit fee.....                    | \$75/hour        |
| Program change fee.....                      | \$200            |
| Resource fee**.....                          | \$75/ per course |
| Return check fee.....                        | \$35             |
| Transcript fee.....                          | \$10             |

(for the first two copies, additional copies are \$2 each, per request)

\*\*A resource fee per course is required for the following materials/benefits/services:

- Library usage-Online periodicals, tutorials, extensive web page, inter library loans, and an 800 number for 8 + hours of availability for questions to be answered by Belhaven University librarians.
- Student-Intranet availability from any location where there is internet access.
- Registrar access-provides view and print capability to course schedule, grades, and transcripts from Registrar's Office through IQ web.
- Turnitin.com subscription.
- Online course delivery software access for online classes.

*NOTE: Belhaven University reserves the right to change the fees, rules, and calendar regulating admission and registration, instruction in, and graduation from the University, and to change any other regulations affecting the student body. Changes go into effect whenever the proper authorities so determine and apply not only to prospective students but also to those who at that time are enrolled in the University.*

## **Student Financial Services - Financial Aid**

Belhaven University believes that no qualified student should be denied an education because of financial need. Therefore, through a program of scholarships, grants, loans, and payment plans, Belhaven University provides a comprehensive plan to assist students who establish a definite financial need and who qualify for financial aid.

Students should complete the following application procedures:

- Apply formally for admission through the office of admission, if not currently enrolled.
- Apply for Federal Student Financial Aid EACH YEAR by filing the Free Application for Federal Student Aid (FAFSA) on the Internet at [www.fafsa.gov](http://www.fafsa.gov).

**IMPORTANT:** Be sure to list Belhaven University as one of the colleges to receive the results of your evaluation. Our code number is **002397**.

In the event of a necessary interruption of scheduled attendance, the student should request a course withdrawal in writing from the appropriate program Student Services office. Failure to return on schedule, a second unscheduled interruption, or an absence not requested in writing may result in the adjustment or cancellation of student financial aid.. This may result in beginning the grace/repayment period of a Federal Direct Loan effective the last date of attendance.

In the event a student drops from a course before the course begins may result in the adjustment or cancellation of student financial aid.

If a withdrawal occurs after the course begins, the student may find that financial aid may not cover all course work toward the end of his/her program. Each case is considered individually based on Federal regulations for Title IV funds. Students must be personally responsible for the financial ramifications of any withdrawal from the adult studies program.

It is the student's responsibility to contact the financial aid office to reactivate his/her financial aid upon reentry into the program.

### **Satisfactory Academic Progress**

The Higher Education Act of 1965 (HEA), as amended, mandates institutions of higher education to establish minimum standards of Satisfactory Academic Progress (SAP). In order to comply with these requirements [Department of Education Federal Regulations 668.16(e), 668.32(f), and 668.34], Belhaven University has established the following definition or standard of Satisfactory Academic Progress for undergraduate students. A student not making SAP, as deemed by the following conditions, will lose his or her financial aid eligibility [668.329(a)(7)].

*Financial aid* will be defined as Title IV HEA federal grants, loans, and work-study, and state grants.

*Institutional aid* will be defined as scholarships offered by Belhaven University.

Financial aid and institutional aid policies are not directly related to policies for academic admission. The Registrar's Office sets and monitors academic admission policies such as academic suspension and academic dismissal. Reinstatement to Belhaven University after an academic suspension or dismissal does not ensure that financial aid will also be reinstated.

A student's SAP will be evaluated at the end of each semester [668.34(a) (3)]. To maintain SAP, a student must meet the following standards.

1. A student must maintain a cumulative GPA of 2.0 or better.
  - A. Transfer students – Belhaven University does not transfer grades from previous schools (credits toward a degree are accepted, but grades are not accepted). Cumulative GPA will be calculated based only on the student's work at Belhaven.
  - B. Some financial aid programs require a higher GPA than what is required to maintain SAP. A student could meet the requirements for SAP, but still lose eligibility for one or more financial aid programs. Some examples are Mississippi Tuition Assistance Grant (MTAG), Mississippi Emanate Scholars Grant (MESG), and TEACH Grant. This is not an exhaustive list. A student should be aware of the requirements necessary to maintain eligibility for all of his or her financial aid programs.



- C. A student receiving an institutional academic scholarship (Belhaven University Scholarship, Transfer Academic Scholarship, or a PTK Scholarship) from Belhaven University must maintain a cumulative GPA of 2.0 or better to keep his or her institutional scholarship.
2. A student must successfully complete at least 67% of his or her cumulative course work attempted [668.34(a)(5)]. This is calculated by the number of hours earned divided by the number of hours attempted.
  - A. All courses attempted at Belhaven University and those taken elsewhere, which are recognized by the Registrar's Office as part of the student's current program of study, with the exception of remedial courses, are counted as hours attempted. Remedial courses are not considered part of the student's attempted hours.
  - B. Classes from which a student withdraws (W) is counted as hours attempted. Classes with a grade of W are not considered part of a student's GPA calculation.
  - C. Credit hours earned by testing or other non-standard means are counted in the SAP calculations as both hours attempted and hours earned. This includes hours earned from exams, AP courses, CLEP, PEP, DANTES, and military credits.
  - D. Repeated classes are considered part of the hours attempted. A student can receive financial aid for repeating a class as long as he or she earned an "F" in the class. A student can receive financial aid once for repeating a class that he or she has passed.
  - E. A course with a grade of incomplete will be counted as hours attempted [668.34(a)(6)], but not earned. A student may request his or her SAP be reevaluated once a final grade has been posted.
3. A student who exceeds 150% of the required hours for his or her program is not making SAP. *Once a student, pursuing a 124 hour degree, attempts 186 hours (150% X 124 hours) he or she will no longer be making SAP.* Hours used in determining whether a student has reached 150% are defined as hours attempted in #2.

\* Students deemed not making SAP and taking classes during the summer can have their SAP reevaluated with their summer work included. It is the student's responsibility to request a reevaluation.

**A student's SAP status will fall into one of four categories.**

*Good Standing* – eligible to receive financial aid

A status assigned to a student that is meeting all the SAP requirements.

*Financial Aid Warning* – eligible to receive financial aid

A status assigned to a student who fails to meet standard #1 and/or #2 at the end the semester. A financial aid warning letter will be emailed to the student reminding him or her that failing to meet all the SAP standards will result in Financial Aid Suspension. A student does not lose financial aid as a result of being on financial aid warning. A student can lose financial aid because he or she was not making SAP without receiving a financial aid warning [668.32(a)(8)(i)].

*Financial Aid Suspension* – not eligible to receive financial aid

A status assigned to a student who following a semester on Financial Aid Warning fails to make SAP. The student's appeal was not granted. A student will remain on Financial Aid Suspension until he or she meets all of the SAP standards or has a successful appeal.

*Financial Aid Probation* - eligible to receive financial aid

The status assigned to the student who successfully appeals and is eligible for financial aid on a probationary status until the student can meet all of the SAP standards. The student's progress is evaluated at the end of the next payment period to determine if he/she is meeting the requirements of their academic plan. If the requirements are being met, the student is eligible to receive federal student aid as long as the student continues to meet the requirements and is reviewed according to the academic plan. See "Instructions for Preparing a Satisfactory Academic Progress (SAP) Appeal" for more guidance concerning an appeal.

**Appeal Process** – See "Instructions for Preparing a Satisfactory Academic Progress (SAP) Appeal" for more details.

*Appeal* – A process by which a student who is not meeting the institution's satisfactory academic progress (SAP) standards petitions the institution for reconsideration of his or her eligibility for student financial aid.

A student placed on Financial Aid Suspension has the option to appeal. The student must submit an official appeal to the Student Financial Services - Financial Aid Office at Belhaven University explaining, in detail, any extenuating circumstances (death of a relative, an injury or illness, or other special circumstances) that led to the student's Financial Aid Suspension [668.32(a)(9)(ii)]. Any documentation supporting the student's case is welcomed [668.32(a)(9)(iii)]. The appeal should also consist of a comprehensive academic plan detailing how and when the student plans to be able to meet all of the SAP standards. The appeal and any documentation will be presented to the Financial Aid SAP Appeal Committee. If the appeal is approved, the student will have his/her financial aid based on conditions outlined in the academic plan. The student must meet any specific requirements as determined by the committee. [668.32(a)(8)(ii)] [668.32(a)(9)].

Following an appeal, the student will be sent a letter and an email with the ruling of the Financial Aid SAP Appeal Committee. If the appeal is granted, the letter will explain any specific requirements the committee will require the student to fulfill. Failure to comply will result in the immediate suspension of financial aid. Financial aid disbursed based on the committee's decision may have to be returned. [668.32(a)(11)].

A successful appeal to the Registrar's Office concerning an academic suspension or dismissal does not imply a successful Financial Aid appeal. A student will have to submit a separate appeal to the Financial Aid Office to have his or her SAP status reconsidered.

### **Reestablishing Financial Aid**

For a student to reestablish his or her financial aid, the student must bring his or her cumulative GPA to a 2.0 or better (see #1) and successfully complete at least 67% of his or her cumulative course work attempted (see #2) [668.32(a)(9)(i)] [668.32(a)(10)]. Students who have exceeded the maximum timeframe will not have their financial aid reestablished without a successful appeal.

### **Veterans' Benefits**

Certain armed service veterans and dependents who qualify under federal laws administered by the Veterans Administration are eligible to receive educational benefits. Belhaven University participates in the VA Yellow Ribbon Program. Information about these programs may be obtained by accessing the state Veterans Administration web site at [www.gibill.va.gov](http://www.gibill.va.gov) or call 1-888-442-4551.

**SPECIAL NOTE:** A veteran student who has been placed on probation for three consecutive three-hour courses and does not achieve the required GPA of 2.0 will be reported to Department of Veteran Affairs as not meeting the standards of progress.

### **Vocational Rehabilitation Benefits**

Individuals with physical disabilities classified as vocational handicaps may receive financial aid from state departments of vocational rehabilitation. Detailed information is available through the departments of vocational rehabilitation in the student's home state.

## **STUDENT LIFE**

Belhaven University believes that well-rounded personal, social, spiritual, and academic development can best be accomplished within a Christian Community. Therefore, in order to meet individual needs while working for the needs of the community, it is necessary to establish guidelines for conduct. Belhaven's student handbook, *The Kilt*, and the *Adult Studies Handbook* describe in detail the guidelines governing student life and college community expectations. The system of standards set forth in the student handbook is intended to maintain a balance between individual freedom and the good of the community. Believing that every aspect of life should be lived to the glory of God, Belhaven University seeks to consistently apply these standards with a concern for the total development of the individual.

Belhaven reserves the right to withdraw and /or dismiss any student who, in its judgment, displays conduct in violation of standards of the University.

Adult Studies Handbook [http://www.belhaven.edu/pdfs/student\\_services/adult\\_studies\\_handbook.pdf](http://www.belhaven.edu/pdfs/student_services/adult_studies_handbook.pdf)  
The Kilt [http://www.belhaven.edu/pdfs/campus\\_life/TheKilt.pdf](http://www.belhaven.edu/pdfs/campus_life/TheKilt.pdf)

### **Grievance Policy for Written Student Complaints**

The student grievance or complaint policy insures that students have adequate lines of communication wherein to file written complaints. Students are encouraged to inform the proper university official, as described in this Catalogue and the student handbook, any time they feel one of their student rights or privileges has been denied. All complaints must be filed to the campus students services and campus Dean within 30 days of the course completion. The grievance will be investigated and a written determination regarding the complaint and a description of the resolution will be issued within thirty (30) days.

Georgia students may appeal of the final institutional decision to the Georgia Nonpublic Postsecondary Education Commission (GNPEC), 2082 East Exchange Place, Suite 220, Tucker, GA 30084-5305, <https://gnpec.georgia.gov/student-complaints>, or by calling 770-414-3300.

### **Academic Grievances**

Grading is viewed by Belhaven University as a contractual relationship between faculty member and student; and although students have the right to protest, actual changes in grades are both rare and at the discretion of the faculty member. The Dean will intervene only in extreme circumstances or when the course materials or curricular items are concerned.

Should a student believe there is a concrete reason to protest a grade for a course, the procedures are as follows:

1. The student should contact the faculty member for discussion within seven days of receiving the grade.
2. If the student continues to feel justified in making a grade appeal, the student should email the Dean of Faculty describing the circumstances and including supporting documentation for the appeal.
3. The Dean of Faculty sends the appeal information to the Instructor who has two business days to respond.
4. The Dean of Faculty will consider the appeal and response and determine the appropriate disposition.
5. The Dean of Faculty notifies the student in writing of the decision and a copy of all correspondence will be forwarded to Student Services and the Registrar's Office for placement in the student's file.
6. In cases where the Dean of Faculty is the Instructor, the Assistant Vice President of Adult Studies handles the appeal.

All decisions by the Dean of Faculty are final.

### **Academic Disability Accommodation**

Belhaven University offers students disability accommodation in accordance with the guidelines of the Americans with Disabilities Act. The student must make his or her disability known to the Office of Student Services and must provide current documentation, within 3 years, of the disability from an appropriate licensed professional and complete the Belhaven ADA Request Form for accommodation. The student must provide such a request to the Office of Student Success at least two weeks prior to the beginning of each semester for which the accommodation is requested. Approved accommodations will be made within a reasonable time period after completion of the official request.

### **Grievance Procedure for Disabled Students**

Belhaven University has adopted an internal grievance procedure providing for the prompt and equitable resolution of student complaints alleging any action prohibited by regulations implementing the American with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and other pertinent federal, state, and local disability anti-discrimination laws. For grievances related to academic accommodations, the Dean of Student Development shall serve as the Complaint "Coordinator".

1. Applicants or students shall file complaints, in writing, with the Coordinator. A complaint shall contain the name and address of the person filing it and a brief description of the alleged violation. If the complainant needs an accommodation in order to file the complaint, he/she should inform the person taking the complaint.
2. Such complaints must be filed within 45 calendar days after the complainant becomes aware of the alleged violation.
3. An investigation, as may be appropriate, shall follow the filing of a complaint. The Coordinator will conduct the investigation.
4. The Coordinator shall issue a written determination regarding the complaint and a description of the resolution and shall forward a copy to the complainant within a reasonable time.
5. The complainant may request a reconsideration of the case in instances where he/she is dissatisfied with the resolution. Persons with complaints should make requests for reconsideration to the Provost within 30 calendar days of the date of the written determination issued by the Coordinator.
6. The Provost shall issue a decision regarding the appeal within a reasonable time, and this decision shall be final.

For grievances related to non-academic accommodations, the policy in the student handbook should be followed.

### **Anti-hazing Policy (Florida)**

In compliance with Florida statutory requirements, the following anti-hazing policy is in effect: Any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student or which willfully destroys or removes public or private property for the purposes of initiation or admission into or affiliation with or as a condition for continued membership in any organization operating under the sanction of or recognized by Belhaven University is expressly prohibited at Belhaven University.

### **Career Development**

Appropriate employment information that is provided by employers to Belhaven University will be posted on the online job board that is accessible through <http://bcblazenet.belhaven.edu>, the campus intranet. Students and alumni can access the job board using an assigned user name and password.

On the Jackson campus, job placement and career planning services are provided for Belhaven University students and alumni through the office of student services.

### **Warren A. Hood Library**

The Warren A. Hood Library houses more than 96,000 items. In addition to book and periodical collections, the library provides access to a vast array of electronic indexes and databases, media collections, archival materials, and reference materials for all fields of study at Belhaven.

The Online Library is accessed through the Library web page ([www.belhaven.edu/Library](http://www.belhaven.edu/Library)) and also taps into a large collection of online full text and citation databases including 24 databases within EBSCOhost, Business Education in Video, Christian Periodical Index, CQ Researcher, ERIC, Grove's Dictionary of Art, JSTOR, LexisNexis Academic, Mergent Online, Oxford Music Online, CREDO Reference eBooks, Classical Music Library, ProQuest Newsstand including the New York Times and the Wall Street Journal database. Additionally, library patrons have access to more than 47,000 e-books. These e-books are accessible 24/7 through Blazenet from any computer with an internet connection. The library is an invaluable resource for Belhaven users at all campuses to access essential resources via the internet.

The library is open approximately 103.5 hours per week during the Fall and Spring sessions. Hours are slightly reduced during holidays, breaks and during the summer session. The library hours are intended to sufficiently provide Belhaven faculty, staff, students, and administration access to collections, services and professional assistance.

The library staff is well trained to assist all faculty and students with a wide range of research activities. It is the librarians' intent that each student at Belhaven develops transferable skills to ensure life-long learning through instruction and skilled use of the materials (both physical and online) available through the Warren A. Hood Library as well as any library or research facility throughout the world.

Professional librarians are available for subject specific reference consultations. Advance appointments may be scheduled by contacting the library at 601-968-5948, 1-800-808-5002 or at [askalibrarian@belhaven.edu](mailto:askalibrarian@belhaven.edu).

To supplement resources provided by the Warren A. Hood Library, Houston students who are Texas residents may utilize TexShare, an extensive library network of public and academic libraries. Among the services available through TexShare are remote access to online databases and a card that allows some checkout privileges at member libraries, including libraries at publicly funded state universities. The Houston Public Library system is a member of TexShare. Any Texas resident who holds a valid library card to a TexShare-member institution may take advantage of these resources. Students are responsible for any incidental fees, interlibrary loan fees, copy fees, fines, etc.

Belhaven students who are Memphis area residents are allowed library use and privileges at the University of Memphis. Students may request a "Special Privilege Card" by showing a photo ID, such as a driver's license, and completing a form which is available in the McWherter Library Circulation Department (University of Memphis, Main Library). Students are responsible for any incidental fees, interlibrary loan fees, copy fees, fines, etc.

To supplement resources provided by the Warren A. Hood Library, Belhaven University has an agreement with the University of Central Florida (UCF) to make UCF library resources and services available to Belhaven University students. The services provided through UCF's library include circulation of materials, interlibrary loan, research and document delivery services. Students desiring to use UCF resources must first request a "Special Borrower" card from Belhaven's Academic Dean at the Orlando Campus. Students are responsible for any incidental fees, interlibrary loan fees, copy fees, fines, etc.

In addition, Orlando students have access to services at the Reformed Theological Seminary (RTS) (Orlando Campus). Available services include in-house use of library resources and circulation of up to five titles. RTS will issue a library card to Belhaven students who present a valid ID, phone number, and email address. Students are responsible for any incidental fees, interlibrary loan fees, copy fees, fines, etc.

**Belhaven Bookstore**

In addition to textbooks and supplies, the Belhaven Bookstore, located in the McCravey-Triplett Student Center, offers a variety of Belhaven memorabilia such as shirts, mugs, trade books, and Christian books and music.  
<http://www.belhaven.edu/bookstore/>

**Textbooks**

Students will participate in the book borrowing plan. Students will be issued a textbook prior to each course start and must return the textbook once the course is completed. Students may purchase new textbooks at a rate charged for all new textbooks or purchase books that have been used multiple time at a rate charged for used textbooks. A maximum of two classes’ textbooks can be signed out to the student. In the event a student requests textbooks for any classes beyond the two class maximum, no further textbooks will be issued until a return is initiated.

**Accounting Office**

Jackson adult and graduate students should contact the student accounts office in Student Financial Planning located on the first floor of Preston Hall.

Atlanta, Chattanooga, Dalton, Desoto, Houston, Memphis, and Orlando students can contact the Office of Student Financial Planning concerning their tuition accounts toll-free at 1-800-960-5940 and ask for Student Financial Planning.

**Writing Center (Jackson Campus)**

The writing center is available to help students with composition, reading comprehension, note-taking and research/study skills. The writing center is in operation during the fall and spring semesters. Hours of operation vary with each semester but are posted throughout the campus. The center is not open during the summer months. Students may come by during regular business hours, or they may call (601) 968-5916 to schedule an appointment. Individual tutors are available at branch campuses.

**Mathematics Lab (Jackson Campus)**

The mathematics lab is available to help students with math skills. The lab is in operation during the fall and spring semesters. Hours of operation vary with each semester, but are posted throughout the campus. The center is not open during the summer months. Students may come by during regular business hours, or they may call 968-8710 to schedule an appointment. Individual tutors are available at branch campuses.

**Alpha Sigma Lambda Honor Society**

Alpha Sigma Lambda is a national honor society which was founded “to recognize adult students in continuing higher education who achieve academic excellence while managing the responsibilities to family, work, and the community.”

- Eligibility for the honor society is open to matriculated undergraduate Adult Studies students who
1. have earned 24 or more credits at Belhaven University, and a total of 90 credits.
  2. are in the top ten percent of the student pool remaining after completion of step one, and
  3. have a GPA of 3.5 or above.

Letters inviting eligible students to join the honor society are issued once a year, in the spring term.

**ALUMNI INFORMATION**

Each fall, the presentation of alumni awards are made at the Alumni Awards Luncheon held on Homecoming. This event is open to all alumni and their families. Below is a list of past recipients.

| <b>Year</b> | <b>Name</b>                           | <b>Award</b>       |
|-------------|---------------------------------------|--------------------|
| 1962        | Elizabeth Spencer, '42                | Alumna of the Year |
| 1963        | Virginia Hoogenakker, '43             | Alumna of the Year |
| 1964        | Minter Gillespie, '44                 | Alumna of the Year |
| 1965        | Sarah Barry Gillespie Wilson, '35     | Alumna of the Year |
| 1966        | Mary Virginia Alexander, '36          | Alumna of the Year |
| 1970        | Bess Caldwell, '30                    | Alumna of the Year |
| 1971        | Alleine Hill Ostwalt, '41             | Alumna of the Year |
| 1972        | Mary Katherine Knoblock McCravey, '32 | Alumna of the Year |
| 1973        | Frances Preston Mills, '23            | Alumna of the Year |

|      |   |                                   |
|------|---|-----------------------------------|
| 1974 | Mary Taylor Sandefur Sigman, '44          | Alumna of the Year                |
| 1975 | Woodrow Wilson Benton, Jr., '63           | Alumnus of the Year               |
|      | John Harrison Campell, III, '56           | Alumnus of the Year               |
|      | Charles Lowry Echols, '59                 | Alumnus of the Year               |
| 1976 | Thomas Ennis Elkin, '62                   | Alumnus of the Year               |
|      | Lulu Williams Anderson, '23               | Alumna of the Year                |
| 1977 | Thomas Maynor, '61                        | Alumnus of the Year               |
|      | Thomasina Blissard, '46                   | Alumna of the Year                |
| 1978 | Elizabeth Caldwell Swindell, '27          | Alumna of the Year                |
|      | Bettye Quinn, '58                         | Alumna of the Year                |
| 1980 | Janie Eldredge Languirand, '40            | Alumna of the Year                |
| 1982 | Verne R. Kennedy, '63                     | Alumnus of the Year               |
| 1983 | Clarence Chapman, '69                     | Alumnus of the Year               |
| 1984 | Margaret Weathersby, '43                  | Alumna of the Year                |
| 1985 | James H. Hood, '75                        | Alumnus of the Year               |
| 1986 | Evelyn Tackett, '56                       | Alumna of the Year                |
| 1987 | William K. Wymond, '67                    | Alumnus of the Year               |
| 1988 | Janet McDonald, '25                       | Alumna of the Year                |
| 1990 | Janie G. Rugg, '64                        | Alumna of the Year                |
| 1991 | Beth Irby Milam, '41                      | Alumna of the Year                |
| 1992 | Sue Hathorn, '77                          | Alumna of the Year                |
| 1993 | Catherine K. Teixeira, '38                | Alumna of the Year                |
| 1994 | Lynn Stringer, '71                        | Alumnus of the Year               |
| 1995 | Newt, '63 and Becky, '64 Wilson           | Alumni of the Year                |
|      | Martha Harris Campbell, '53               | Community Service Award           |
|      | Peggy B. Miller, '58                      | Church Service Award              |
| 1996 | Elizabeth "Tay" P. Wise, '37              | Alumna of the Year                |
|      | Sarah B. Buffington, '41                  | Community Service Award           |
|      | Clay, '74 and Darleen, '73 Quarterman     | Church Service Award              |
| 1997 | Ruth Giles, '37                           | Alumna of the Year                |
| 1998 | Caroline W. Bennett, '33                  | Alumna of the Year                |
|      | Ronald W. McKinney, '67                   | Community Service Award           |
|      | William "Buck" Mosal, '59                 | Church Service Award              |
| 1999 | Gary, '72 and Susan, '73 Bouer            | Alumni of the Year                |
|      | Sarah Jane Givens Alston, '59             | Community Service Award           |
|      | Helen S. Martin, '61                      | Church Service Award              |
| 2000 | William Frisbee, '61                      | Alumnus of the Year               |
|      | Ruth W. Brewbaker, '88                    | Community Service Award           |
|      | Carolina "Dessie" Anderson Caulfield, '38 | Church Service Award              |
| 2001 | Robert "Max" Taylor, Jr., '72             | Alumnus of the Year               |
|      | Mary Evelyn "Ebbie" Spivey, '77           | Community Service Award           |
|      | Mary Elizabeth "Bibby" Swayze, '58        | Church Service Award              |
| 2002 | Palmer Robertson, '59                     | Alumnus of the Year               |
|      | Stewart Edwards, '92                      | Young Alumnus of the Year         |
|      | Shirley C. Hall, '90                      | Community Service Award           |
|      | Bebo Elkin, '68                           | Church Service Award              |
|      | Mark Windham, '77                         | Jim Park Business Award           |
|      | Brenda Wolfe, '94                         | Bettye Quinn Education Award      |
|      | Nehemiah Flowers, Jr., '97                | Distinguished Aspire Award (Jxn.) |
| 2003 | Brian D. White, '86                       | Distinguished Aspire Award (Mem.) |
|      | Dominic Aquila, '68                       | Alumnus of the Year               |
| 2003 | Margaret Suttle, '62                      | Church Service Award              |
|      | Richard Whitlock, '82                     | Community Service Award           |
|      | Dale Darden Anderson, '78                 | Bettye Quinn Education Award      |
|      | Edward St. Pe, '99                        | Jim Park Business Award           |
|      | Michael Holman, '91                       | Young Alumnus of the Year         |



|      |                             |                                   |
|------|-----------------------------|-----------------------------------|
| 2004 | Sherron George, '70         | Alumnus of the Year               |
|      | Brister Ware, '58           | Church Service Award              |
|      | Kim Sessums, '80            | Community Service Award           |
|      | Joel Bomgaars, '03          | Young Alumnus of the Year         |
|      | Patrick Norman, '01         | Young Alumus of the Year          |
|      | Nathan McNeill, '03         | Young Alumnus of the Year         |
|      | William Dale Nutt, '79      | Bettye Quinn Education Award      |
|      | Bond Christie, '77          | Jim Park Business Award           |
|      | Lee Ann Mayo, '99           | Distinguished Aspire Award (Jxn)  |
|      | Don Gleason, '04            | Distinguished Aspire Award (Orl.) |
| 2005 | Jimmy Turner, '58           | Alumnus of the Year               |
|      | Don Gahagen, '59            | Church Service Award              |
|      | Phil Hardwick, '82          | Community Service Award           |
|      | Barbara Porter, '70         | Bettye Quinn Education Award      |
|      | Timothy M. Quinn, '95       | Young Alumnus of the Year         |
| 2006 | George Hunsberger, '66      | Alumnus of the Year               |
|      | Don Elliott, '70            | Church Service Award              |
|      | Ann M. Maynor, '61          | Community Service Award           |
|      | Brian Perry, '97            | Young Alumnus of the Year         |
|      | Leon A. Henry, Jr., '75     | Bettye Quinn Education Award      |
| 2007 | Ronald W. McKinney, '67     | Alumnus of the Year               |
|      | Emett H. Barfield, '57      | Church Service Award              |
|      | E.C. Harpe, '73             | Community Service Award           |
|      | Beverly H. Peden, '91       | Bettye Quinn Education Award      |
|      | Michael J. Peters, '77      | Jim Park Business Award           |
|      | Andrew Camenisch, '98       | Young Alumnus of the Year         |
| 2008 | J. Joseph Stroble, '70      | Alumnus of the Year               |
|      | John S. Leonard, '77        | Church Service Award              |
|      | Ellza C. Jones, '58         | Bettye Quinn Education Award      |
|      | Emma McCain, '32            | Community Service Award           |
|      | Andrew Mattiace, '74        | Jim Park Business Award           |
| 2009 | Mark J. Windham, '77        | Alumnus of the Year               |
|      | Grant F. Callen, '05        | Young Alumnus of the Year         |
|      | Erma E. Driver, '04         | Community Service Award           |
|      | John E. Eichelberger, '76   | Jim Park Business Award           |
|      | Beverly C. Weathersby, '78  | Bettye Quinn Education Award      |
|      | Peggy P. Skattebo           | Church Service Award              |
| 2010 | Gregory D. Jordan, '73      | Alumnus of the Year               |
|      | Heather L. Ivery, '00       | Young Alumna of the Year          |
|      | Florence R. Scott, '60      | Church Service Award              |
|      | Corinne Fox, '63            | Community Service Award           |
|      | Lynn G. Beck, '74           | Bettye Quinn Education Award      |
|      | W. Wayne Husband, '72       | Jim Park Business Award           |
| 2011 | James "Bebo" Elkin, '68     | Alumnus of the Year               |
|      | Brad White, '06             | Young Alumnus of the Year         |
|      | Tom Kay, Jr., '62           | Church Service Award              |
|      | Evelyn Tackett, '56         | Spirit of Belhaven Award          |
|      | Ann Scott, '77              | Bettye Quinn Education Award      |
|      | Billy Sims, '76             | Jim Park Business Award           |
| 2012 | F. Stewart Edwards '92      | Alumnus of the Year               |
|      | Bonnie McDonald Grubbs '08  | Young Alumnus of the Year         |
|      | Thomas R. Patete '64        | Church Service Award              |
|      | Jane Everly '85             | Bettye Quinn Education Award      |
|      | J. Thomas Grantham, Jr. '71 | Jim Park Business Award           |
| 2013 | Larry Mills '61             | Alumnus of the Year               |
|      | Danny Massie '68            | Church Service Award              |

|      |                     |                              |
|------|---------------------|------------------------------|
|      | Lois Hayes '67      | Bettye Quinn Education Award |
|      | Dan Marks '98       | Jim Park Business Award      |
|      | Virginia Morris '67 | Spirit of Belhaven Award     |
| 2014 | Sally Mills '64     | Alumna of the Year           |
| 2015 | Evy Baehr '10       | Young Alumna of the Year     |
| 2016 | Valda Miller '50    | Alumna of the Year           |
|      | Angela Thomas '11   | Young Alumna of the Year     |
| 2017 | Virginia Morris '67 | Alumna of the Year           |
|      | Phillip Holmes '10  | Young Alumnus of the Year    |

## ACADEMIC PROGRAMS

### REQUIREMENTS FOR DEGREES

The adult studies division of Belhaven University offers courses leading to associates, bachelors, and masters degrees. In addition to earning a prescribed minimum number of semester hours credit and maintaining an overall C average (2.00 GPA), a candidate for an undergraduate degree from Belhaven University must complete basic course requirements, meet all departmental requirements for a major, complete the online application for degree, and fulfill all financial obligations to the University. A candidate for a graduate degree must fulfill the same requirements and obligations and maintain an overall B average (3.00 GPA).

Applications for degree completion audits must be submitted through the online application found on <http://bcblazenet.belhaven.edu> by the deadlines listed in the calendar at least eight months prior to the anticipated degree completion. Failure to do so on schedule will result in a late fee assessment as listed in the Special Fees section; a delay in the graduation date is also possible.

#### Degrees

##### **Certificate in Biblical Studies**

##### **Associate of Arts**

##### **Associate of Arts in Biblical Studies**

##### **Associate of Arts in Business**

##### **Associate of Arts in Christian Ministries**

##### **Bachelor of Arts in Applied Psychology**

##### **Bachelor of Arts in Biblical Ministries**

##### **Bachelor of Arts in Biblical Studies**

##### **Bachelor of Arts in Interdisciplinary Studies**

##### **Bachelor of Arts in Social Services**

##### **Bachelor of Arts in Social Services – with a Christian Ministries Concentration**

##### **Bachelor of Business Administration**

##### **Bachelor of Health Administration**

##### **Bachelor of Science in Management**

##### **Bachelor of Science in Management – with a Criminal Justice Concentration**

##### **Master of Arts in Teaching**

##### **Master of Business Administration**

##### **Master of Business Administration – with a Leadership Concentration**

##### **Master of Business Administration – with a Sports Administration Concentration**

##### **Master of Business Administration – with a Human Resources Concentration**

##### **Master of Business Administration – with a Health Administration Concentration**

##### **Master of Education – Teacher as Leader/Elementary or Secondary Emphasis**

##### **Master of Education – Educational Technology Emphasis**

##### **Master of Education – National Board Emphasis**

##### **Master of Education in Reading Literacy**

##### **Master of Fine Arts in Dance**

##### **Master of Public Administration**

##### **Master of Science in Leadership**

##### **Master of Science in Leadership – with a Human Resources Concentration**

##### **Master of Science in Leadership – with a Ministry Concentration**

### **Academic Advising**

Student Services will acquaint students with options in developing a plan for degree completion at the time of orientation. To complete all graduation requirements, a student may find that he/she will need to meet these requirements outside of the set programs.

These courses may be taken concurrently with other set courses if the student wishes to complete a degree in less time. After a student enrolls in the adult studies program, courses taken at other institutions of higher learning must be approved by the Registrar. Students can access the “Request to Take a Course at Another Institution” form on <http://bcblazenet.belhaven.edu>. Concurrent enrollment in two institutions must be approved by the Registrar’s office.

The Jackson Student Services office will acquaint Jackson education students with options in developing a plan for degree completion. Atlanta, Chattanooga, Dalton, Desoto, Houston, Memphis and Orlando students should make an appointment to meet with Student Services. Questions regarding a degree plan should be directed to Student Services.

### **Residence Requirement**

Belhaven University requires of all candidates for an undergraduate degree a minimum residence as follows. The last 31 semester hours of work must be earned in residence for a Bachelor’s Degree with the exception that a student who has completed at least 90 hours at Belhaven University may request permission from the Registrar to complete the final 12 hours required of his/her degree at another accredited senior college or university . Students who have completed at least 60 hours may complete nine hours off campus; those with at least 31 hours may complete six hours.

Belhaven University requires of all candidates for an undergraduate degree a minimum residence as follows. The last 17 semester hours of work must be earned in residence for the Associates degree. For a graduate degree, Belhaven University requires of all candidates a minimum residence of one year. The last 12 semester hours of work must be earned in residence.

### **Second Degree Requirements**

A student who wishes to obtain a second degree from Belhaven University must complete a minimum of 31 semester hours in addition to the 124 hours earned for the primary degree and must meet all the general education requirements for the second degree and the specific requirements for the second degree program. There must be at least 18 hours of unique requirements for each degree. Some departments may require more than 18 unique hours.

### **Progress Toward Degree**

Students who have not completed a degree within six years of attendance at Belhaven University will continue their seventh year of study under a new catalogue.

### **General Education Goals**

#### **Requirements for the Baccalaureate Degree**

|  |           |
|--|-----------|
| Goal I: A mastery of one’s own language in written form -  | 6 hours   |
| Goal II: A familiarity with the great literature of the world with a Christian perspective -                       | 6 hours   |
| Goal III: An understanding of science -  | 4 hours   |
| Goal IV: A knowledge of mathematical skills -  | 3-6 hours |
| Goal V: An understanding and historical perspective of the contemporary world -                                    | 6 hours   |
| Goal VI: A knowledge of Christian Scripture and an ability to integrate that knowledge with issues of daily life - | 9 hours   |
| Goal VII: An ability to apply the biblical vision of the Kingdom of God -  | 3 hours   |

General education courses listed above, core courses required for the degree and electives must total a minimum of 124 semester hours.

### **Course Enrollment Regulations**

- Students who have transferred to Belhaven University will be required to complete nine hours of Bible courses, BIB 214 (Old Testament History), BIB 215 (New Testament History), and WVC 301 (Christian Interpretation of Life), at Belhaven University.
- Students must enroll in WVC 401 (Kingdom Life: Family and Workplace) only in their last 21 hours.

### **Subsequent Credentials Policy**

Students seeking a subsequent (second, third, etc) credential (certificate, bachelor degree, master degree, etc) will be required to complete at least 50% of the requirements of the subsequent credential as discreet credits. Separate graduation/degree completion fees will also be required even if completion is simultaneous.

## **ADMINISTRATION OF THE CURRICULUM**

### **The Semester System**

Students receive course credit toward graduation on the basis of semester hours. Semester hour credit for each course is shown in the Required Courses section. All students are required to have 124 semester hours to receive a baccalaureate degree.

### **Courses**

- Belhaven University reserves the right to cancel any course for which there is an enrollment of fewer than 12 students.
- Credit hours are indicated in parentheses following course titles.
- Graduate courses are designated by 500 and 600 numbers.

### **Departmental Abbreviations**

|                                     |     |
|-------------------------------------|-----|
| Art                                 | ART |
| Biblical Studies and Ministries     | BIB |
| Biology                             | BIO |
| Bachelor of Business Administration | BBA |
| Bachelor of Health Administration   | BHA |
| Business                            | BUS |
| Criminal Justice                    | CJU |
| Clinical Pastoral Education         | CPE |
| Computer Science                    | CSC |
| Dance                               | DAN |
| Economics                           | ECO |
| Education                           | EDU |
| English                             | ENG |
| History                             | HIS |
| Interdisciplinary Studies           | IDS |
| Mathematics                         | MAT |
| Ministry                            | MIN |
| Psychology                          | PSY |
| Reading                             | REA |
| Master of Business Administration   | MBA |
| Master of Health Administration     | MHA |
| Master of Science in Leadership     | MSL |
| Master of Public Administration     | MPA |
| Master of Sports Administration     | MSA |
| Sociology                           | SOC |
| Worldview Curriculum                | WVC |

### **Grades and Quality Points**

The meaning of the course grade is as follows: A, Superior; B, Good; C, Average; D, Passing; F, Failing; I, Incomplete; AU, Audit; NA, No Audit; W, Withdrew Before Grades; WC, Withdrew Course; AW, Administratively Withdrawn; S, Satisfactory; U, Unsatisfactory; ES, Examination Satisfactory; CR, Credit; NC, No Credit.

The grades S (Satisfactory) and U (Unsatisfactory) are used for courses completed on the Pass-Fail option. The grade ES (Examination Satisfactory) is used for credit given by examination in foreign languages and mathematics. The grade CR (Credit) is given for nonacademic courses to indicate that credit has been earned. The grade NC (No Credit) is given for nonacademic courses to indicate that no credit has been earned.

A plus/minus system of grading was implemented in the fall semester of 1985. The plus/minus changed the quality points associated with the letter grades; therefore, the letter grade A now carries 4.00 quality points; A- 3.66; B+ 3.34; B 3.00; B- 2.66; C+ 2.34; C 2.00; C- 1.66; D+ 1.34; D 1.00; D- 0.66; F 0.00. A grade point average is calculated at the end of each

semester by dividing the number of quality points earned by the number of semester hours attempted, grades of F being counted as hours attempted. Only the grades listed immediately above carry quality points. Cumulative totals are also computed following each completed grade period.

Transfer work does not affect the Belhaven cumulative grade point average (GPA). The Belhaven cumulative GPA is based entirely upon work done at Belhaven University.

**Academic Standing**

**Undergraduate**

Academic standing describes a student’s performance in their academic program. Belhaven assesses academic standing using a quality point index. A quality point index is calculated at the end of each semester and a student will be assigned an academic standing in accordance with the chart below which indicates quality point deficiencies allowed.

| <b>Academic Standing Status</b> | <b>Quality Point Index Deficiency</b>              |
|---------------------------------|--|
| Good Standing – Clear           | No deficiency (positive Quality Point Index Score) |
| Good Standing – Notice          | (-1) – (-10)                                       |
| Probation                       | (-10.01) – (-23)                                   |
| Suspension                      | (-23.01) – (-35.99)                                |
| Dismissal                       | (-36+)   |

The formula for calculation of quality point index is (GPA and Quality Point Index are calculated on Belhaven GPA credits only.):

Belhaven earned quality points - (Belhaven GPA hours times two) = quality point index.

**Graduate**

All graduate students are required to maintain a grade point average of 3.00 with no quality point index deficiency, regardless of their classification. The formula for calculation of quality point index is: Belhaven earned quality points - (Belhaven attempted GPA hours times three) = quality point index.

At the end of each semester a student whose quality point index shows a deficiency of one to three quality points will be given an academic warning.

1. A student whose quality point index shows a deficiency of 3.01 to 9 quality points will be placed on academic probation.
2. A student whose quality point index shows a deficiency of 9.01 to 15 quality points will be academically suspended for one semester. This student will be eligible to reenroll after remaining out of school for one semester. 9. A student whose quality point index shows a deficiency of 15.01 or more quality points will be academically dismissed. This student will not be eligible for readmission to Belhaven University.

**Extracurricular Activities, Good Academic Standing, and Satisfactory Academic Progress**

In general, a student who is eligible to enroll for classes is considered to be in good standing for extracurricular activities. Additional and more stringent requirements may be established by supervisors of those activities, groups, organizations, or societies.

For participation in intercollegiate athletics, a student must demonstrate good academic standing and satisfactory progress toward a degree. In order to demonstrate good academic standing, a freshman (0-23 hours) or sophomore (24-53 hours) must earn and maintain Good Standing – Clear or Good Standing – Notice. A junior (54-89 hours) or senior (90+ hours) must earn and maintain Good Standing – Clear. In order to demonstrate satisfactory academic progress, a student-athlete must be enrolled full-time (a minimum of 12 semester hours) unless fewer hours are required for graduation and meet academic standing requirements.

Freshmen students may participate in intercollegiate athletics during their first semester upon admission to Belhaven University and full-time (a minimum of 12 semester hours) enrollment. Transfer students meeting NCAA exceptions may participate during their first semester upon admission to Belhaven University and full-time (a minimum of 12 semester hours) enrollment. After their first semester at Belhaven, freshmen and transfer students (who met NCAA exceptions) are considered returning students and will be required to meet the academic standing requirement and the satisfactory academic progress requirement for intercollegiate athletics. If a transfer student doesn’t meet NCAA exceptions for participation, he/she must meet NCAA guidelines for residency requirements.

Financial aid requirements for satisfactory progress and other regulations are explained separately in this catalog and elsewhere.

### **Incomplete**

The grade I is given at the discretion of the instructor with prior approval of the Director of Student Services and only in case of a prolonged illness or other emergency and indicates that all requirements in a course have not been met. In order for students to receive the grade I, they must have made satisfactory progress in the course up to the point of illness or emergency. The grade I cannot be given prior to the last day to drop a course without an F. Students receiving the grade I should make the following arrangements with their professors and the Director of Student Services before the end of the course.

The student (or one representing the student) must obtain the incomplete request form from the Registrar's office or the Director of Student Services. In filling out this form, students and their professors agree upon the dates of completion for all work. Should a student fail to complete the required work within 30 days following the date of the last class meeting of the course for which the grade of I was given, the grade I will automatically be changed to a grade of F by the Office of the Registrar.

### **Failure: Repeated Courses**

An F cannot be removed from a student's record. However, if a student enrolls again in a course which he/she failed, the second grade is recorded on the permanent record for the semester in which the course was repeated.

Although both courses and the respective grades and quality points are shown on the permanent record, the semester hour's credit is only earned once and the second course is shown as repeated.

### **Forgiveness Policy on Repeated Courses**

An undergraduate student may request in writing to repeat up to four courses, or 12 hours for forgiveness. A graduate student may request in writing to repeat up to two courses, or six hours for forgiveness. The grade for both courses will appear on the permanent record. The forgiveness policy can be used one time per course. Repeating a course may influence a student's financial aid or sports eligibility.

The following stipulations apply to this policy:

1. Undergraduate students cannot use this option to repeat a course in which a grade of A, B, or C was earned. This can only be used to replace a grade of C- or below. Graduate students can use this option to repeat a course in which a grade of B- or below was earned. A grade of an F will not forgive a grade of an F; both F's will be calculated in the GPA.
2. The highest grade earned will be the one used to recalculate the GPA.
3. The student cannot use the forgiveness policy to replace a grade that was earned at another school, nor may grades earned at Belhaven be replaced by grades earned at another school. This policy will only affect the Belhaven grades and quality point index.
4. A course intended to be used for the forgiveness policy cannot be taken as independent study and must be taken at Belhaven University.

### **Repeated Course Policy**

#### **100 or 200 Level Undergraduate Courses – limit 3 attempts**

Students who have taken a course three times and failed the course each time cannot be registered for the course again unless approved through the academic appeals process. The student may be approved to take the course a fourth time but must pass the course on the fourth attempt; no additional registration for the course will be allowed after a failing grade is earned in the course for the fourth attempt.

#### **300 or 400 Level Undergraduate Course or Any Graduate Course – limit 2 attempts**

Students who have taken a course twice and failed the course ("failed" at the graduate level is a grade of D+ or below) both times cannot be registered for the course again unless approved through the academic appeal process. The student may be approved to take the course a third time but must pass the course; no additional registration for the course will be allowed after a failing grade is earned in the course for the third attempt.



### **Academic Appeals Process**

Students must file an appeal to repeat a course if the course has been taken the maximum number of times and failed. The appeal must include information about why the student was not successful in the first attempts. This must include information and documentation to identify the reason for any missing assignments, for low attendance, or any reason being given for the student's lack of success in completing the course. Online and Adult Students will submit the appeal to their advisors who will submit the appeal to the Academic Appeals Committee for review. Traditional students will submit the appeal to the Registrar's office who will submit the appeal to the Academic Appeals Committee for review. Failure to complete the course with minimum grade allowed may result in the student being unable to continue in their current degree. Approval to repeat course does not override the end of term Academic Standing earned by the student; the student must sit out a term if placed on Academic Suspension and if approved, may repeat the course in the next available term. The decision of the Academic Appeals Committee is final.

### **Administrative Withdrawal**

Students may be administratively withdrawn for nonpayment of tuition, misconduct, noncompliance with academic policy, and/or nonattendance.

### **Classification**

An undergraduate student's classification is determined by the number of semester hours he/she has to his/her credit. For sophomore standing a student is required to have earned 24 semester hours of credit, for junior standing 54 semester hours, for senior standing 90 semester hours, and for graduation 124 semester hours and 240 quality points.

### **Course Load**

In the adult studies program, a normal course load in a four-month period should not exceed 12 semester hours. Any exceptions to this policy will be approved by the Academic Dean. Approval will be on the basis of the student's previous record of achievement and the course in which he/she wishes to enroll. No student may receive credit for more than 18 hours in a four-month period.

In the graduate teacher education program, the maximum course load is six semester hours per session. Requests to exceed the maximum of six hours must be made to the Director of Graduate Teacher Education and will be reviewed primarily on the basis of the student's previous record of achievement and the courses in which he/she wishes to enroll. No students may receive credit for more than nine hours in a session under any circumstances.

### **Grade Reports**

At the conclusion of an Adult Studies course, final grade reports will be available on <http://bcblazenet.belhaven.edu>. In the graduate teacher education program, final grade reports are available on <http://bcblazenet.belhaven.edu> at the end of each term or session. The Office of the Registrar will not show students their grades. Grades will not be discussed or given out by phone or e-mail. Course grade reports will indicate course completed, credit received, and grades assigned.

### **Transcripts**

A student who desires a transcript must fill out a request form available online or in the Business Office at least two weeks before the time he/she needs to have the transcript sent. The Registrar is not permitted to issue transcripts for a student who is in debt to the University. The request for a transcript must be signed by the person whose record is to be released. The cost of each transcript is \$10.00 for the first two copies and \$2 for each additional copy in the same request, and must be paid in advance by cash, credit card, or money order. Personal checks are accepted; however, the transcript request will be held for two weeks to allow time for the check to clear.

### **Family Education Rights and Privacy Act of 1974**

Belhaven University informs students of the Family Education Rights and Privacy Act of 1974, as amended. The act, with which the institution intends to comply fully, was designated to protect the privacy of educational records and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with Family Education Rights and Privacy Act Office (FERPA) concerning alleged failures by the institution to comply with the act.

Belhaven University accords all the rights under law to students who are declared independent. No one outside the institution shall have access to nor will the institution disclose any information from students' education records without the written consent of students except to personnel within the institution, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the act.

Within the Belhaven community, only those members individually or collectively acting in the student's educational interest are allowed access to student education records. These members include personnel in the office of the registrar, provost's office, admission office, student services office, financial aid office, business office, and office of institutional improvement.

Students may not inspect and review the following as outlined by the act: confidential letters and recommendations associated with admission, employment or job placement, or honors to which they have waived their rights of inspection and review, or education records containing information about more than one student, in which case the institution will permit access only to that part of the record which pertains to the inquiring student.

### **Class Attendance Standards**

Belhaven University believes that learning can be demonstrated through typical assessments such as tests, quizzes, papers, and class participation. However, we also believe that learning occurs beyond engaging in these assessments and that class attendance enhances learning in immeasurable ways. No more than 20 percent of a course's classes should be missed in any term.

### **Undergraduate Courses**

Class attendance is important for undergraduate courses and missing two nights will result in a student's final grade being lowered by one letter grade. Missing three nights or more will result in a letter grade of F for the course. Persistently arriving late or leaving early may impact a student's final grade.

### **Graduate Courses**

Class attendance is important for graduate courses and missing three nights will result in a student's final grade being lowered by one letter grade. Missing four nights or more will result in a letter grade of F for the course. Persistently arriving late or leaving early may impact a student's final grade.

All reasons for absences (for example: illness, representation for University activities, emergencies, and late registration) are included in these standards. When determining final grades, the faculty should consider whether or not other *academic* performance factors might counter excessive absences or the student may have earned an F.

In order for the University to comply with federal regulations, during the first two weeks of any course, faculty must post attendance and absences. During subsequent weeks, only absences must be posted.

Faculty are required to mark student attendance for the first two weeks of any course they are teaching and then mark the Roster Verification using the process described in the Adult Studies Faculty Handbook. After the second week of the course Faculty will only mark student absences in Blazenet so that Student Services can assist in working with the student to insure their success.

### **Academic Plan**

A student's academic plan is available upon entering an educational program.

Students must keep their own records of their academic progress; **ULTIMATELY, IT IS THE RESPONSIBILITY OF THE STUDENT TO SEE THAT HE/SHE IS COMPLETING THE CORRECT COURSES FOR THE DEGREE HE/SHE IS PURSUING.**

### **Registration at Other Institutions**

A student who is enrolled at Belhaven University may not register for courses at any other institution without approval of the Registrar. This policy refers to classes taken elsewhere at any time when a student is pursuing a degree at Belhaven. A student may not be concurrently enrolled at Belhaven and another institution except in the situation of a senior needing a course for imminent graduation and said course is not currently offered at Belhaven University.

### **Academic Lists**

At the end of each semester, the following academic lists are published:

#### **Undergraduate:**

President's List: Students must complete at least 9 credit hours in a semester with a GPA of 4.0

Dean's List: Students must complete at least 9 credit hours in a semester with a GPA no lower than 3.6.

#### **Graduate:**

President's List: Students must complete at least 6 credit hours in a semester with a GPA of 4.0

### **Graduation with Honors**

To graduate cum laude, magna cum laude, or summa cum laude, a baccalaureate degree seeking student must have earned a minimum of 60 academic hours carrying quality points at Belhaven University. At the time of graduation the student must have established a cumulative grade point average on the Belhaven University record and meet the minimum below to be eligible:

cum laude, 3.4; magna cum laude, 3.7; summa cum laude, 3.9.

To graduate "with honors," a student must have earned a minimum of 45 academic hours carrying quality points at Belhaven University and a 3.4 cumulative grade point average at Belhaven University. Honors are not given at the associate degree or master degree level.

Belhaven University baccalaureate degree-seeking students who graduate with academic honors will wear Belhaven University honor cords for the graduation commencement ceremonies. Students are not allowed to wear any other regalia from societies, sororities, or organizations not affiliated directly with Belhaven University.

### **Independent Study**

Independent study courses will be available only for degree-seeking seniors facing imminent graduation who are unable to get a needed course at the regularly scheduled time.

Students must complete a Change of Academic Plan Form and obtain permission from the Academic Dean and Student Services in order to register for the course. The professor is not authorized to grant final approval for an independent study course. The request should be made as soon as possible, but must be submitted to the Academic Dean no later than the last day to enter a course or change enrollment status.

No course intended to be used for the forgiveness policy can be taken as independent study; furthermore, all forgiveness policy courses must be taken at Belhaven University.

### **Tutorial Work**

The term "tutorial" is applied to final coursework being completed by a nonresident Belhaven student.

### **Veterans' Regulations**

Each recipient of VA benefits enrolled at Belhaven University is expected to become familiar with, and to adhere to, all academic policies stated in the current issue of the Belhaven University catalogue.

**Alternative Credit** (For undergraduate degrees only)

**(Alternative credit for all sources may not exceed 45 credit hours toward the undergraduate degree.)**

- **National Accreditation Transfer**  
Belhaven University will review and accept up to 45 credit hours for courses comparable to those offered by Belhaven from schools accredited by agencies recognized by the Council for Higher Education and Accreditation (CHEA) or the Secretary of the Department of Education. Courses accepted must have a 'C' grade or better. No comparable courses are allowed to substitute for WVC301 or WVC401. The Registrar will make the final decision on credit awarded.
- **Standardized Testing**  
Belhaven University recognizes the CLEP, Dantes, AP and ACT PEP standardized tests for credit and accepts the recommended score scale. Alternative credit, including CLEP, AP, and ACT PEP may not exceed 30 hours. Students may not CLEP core courses in their major. CLEP courses, when allowed, become Gen Eds or electives and a part of the alternative credit limit.
- **Foreign Language Proficiency Exams** (not applicable to Adult Studies)  
Foreign students may not register for credit in their native language. Students may earn college credit for Spanish, French, or German only by taking the CLEP examination at the elementary or intermediate levels. Students may earn up to the required number of credit hours in the general education core for their major in a single language through completion of the CLEP examination with the CLEP examination with a minimum score of 50 or above or through proficiency credit. The CLEP standardized examination will preclude the use of departmental examinations except in those areas where CLEP examinations are not available.

The method of testing and the level of proficiency to be awarded for languages other than Spanish, French, or German will be determined by the chair of the foreign language department or their designee. For testing other than CLEP, a \$100 fee is charged for administering a proficiency exam; an additional fee of \$100 is charged if the exam is completed, but no semester hours, grades or quality points will be awarded.

- **Correspondence Courses**

A student may apply a maximum of six semester hours of correspondence credit to satisfy degree requirements. The Registrar must approve correspondence work in advance. Credit in major courses or core courses for degrees may not be earned by correspondence.

- **Military Credit**

Credit for military service may be awarded as four credit hours of physical education if credit has not already been achieved in this area. These credits are awarded as non-academic hours. Other military training courses are individually assessed by the American Council on Education (ACE) recommendations.

- **Prior Learning Assessment (PLA) (Maximum credit - 15 hours)**

Belhaven University is among more than 600 colleges and universities involved in assessing documented learning for academic credit toward an undergraduate degree. The Council for Adult and Experiential Learning (CAEL), an educational association founded in 1974 to promote the acceptance of the awarding of college credit for documented and experiential learning, has led the way in developing and implementing assessment techniques. Belhaven University uses the guidelines developed by CAEL. **In order for the credit to be granted officially and recorded on the transcript, the applicant must have completed successfully a minimum of 12 semester hours of academic course work at Belhaven University.** This type of credit is not necessarily transferable into or out of Belhaven University. A \$150.00 assessment fee is paid at the time the portfolio is turned in for assessment. Upon awarding of credit, the student is charged \$75.00 per semester hour of credit and must pay the full amount before the credits are recorded on the student's permanent record.

Students wishing to earn academic credit must submit the required portfolio information for assessment upon completion of EDU 290. A maximum of 15 hours may be earned through portfolio assessment. Credit is awarded and applied only as elective credit. The process for experiential credit should be completed prior to the beginning of the last semester required for degree completion. An additional fee must be paid prior to the beginning of the course for additional software usage required for the course.

- **Documented Learning - Portfolio I**

Credit for professional or technical courses, licenses, certifications, workshops, etc., can be awarded if documented thoroughly. Faculty members assess the validity of substantial documentation based on completion, clock hours, and content. The Portfolio I must include a resume, an autobiographical sketch, and a value of learning statement for each topic area. One semester hour of credit may be awarded for 20 hours of instruction that is determined by faculty to be college level.

- **Experiential Learning - Portfolio II**

Experiential learning credit assessments, in the form of portfolios, are methods by which students may earn academic credit for college-level learning completed outside of the traditional classroom setting. It is designed to assist adult learners in attaining their academic and career goals by validating their professional competencies acquired through experiential learning. Those interested in PLA credit should make an appointment with Student Services at their local campus.

NOTE: Any appeals by students in regard to the number of semester hours of credit awarded through the portfolio process may be made to the campus Dean.

**Credit from alternative credit programs may be given in a specific area in which a student wishes to major or minor, dependent upon departmental policy. The maximum total of such credit listed above, in any combination, is 45 semester hours, not to include more than 15 hours of experiential credit. Hours earned through alternative credit programs do not carry quality points and therefore are not considered as residential hours for honors calculations.**

## **COURSES OF INSTRUCTION**

Please contact the campus of your choice for the available degree programs.

## **CERTIFICATE PROGRAM**

### **Certificate in Biblical Studies**

Eighteen hours of course work selected from BIB 334, 335, 341, 344, 345, 375, 385, 395, 470 and 480.

## **ASSOCIATE DEGREE PROGRAMS**

### **Graduation Requirements**

- A total of 62 semester hours is required to earn the associate degree.
- The last 17 semester hours of course work must be earned at Belhaven University.
- Satisfaction of Belhaven's general education requirements.
  - Written Communication Skills: Six semester hours
  - Literature: Six semester hours
  - Science: Four semester hours
  - Mathematics: Three semester hours
  - History: Six semester hours
  - Biblical Studies: Nine semester hours
- Successful completion of all courses taken at Belhaven University with a minimum cumulative GPA of 2.0.
- Payment of all tuition and fees.
- Applications for degree completion audits must be made online by the deadlines listed in the calendars at least eight months prior to the anticipated degree completion. Failure to do so on schedule may result in a delay in the ceremony participation or receipt of diploma.

### **Associate of Arts**

The Associate of Arts (A.A.) degree program provides adults with an excellent foundation in the liberal arts while preparing them for continued studies. The curriculum develops the adult learner's sensitivity to human values and capacity for critical thinking.

### **Associate of Arts**

62 hours (63 Houston) to include BIB 214, 215, WVC 301, BIO 125, EDU105, 106, ENG103, 108, 203, 204, HIS108, 205, MAT 202 and electives. Houston students are also required to take BUS 205 and CSC 102.

### **Associate of Arts in Biblical Studies**

Associate of Arts in Biblical Studies (A.A.B.S.) prepares students for further study in biblical ministry.

A.A. in Biblical Studies: 62 hours to include BIB 214, 215, WVC 301, BIO 125, EDU 105, 106, ENG 103, 108, 203, 204, HIS 108, 205, MAT 202 and 18 hours from the following: BIB 334, 335, 341, 344, 345, 375, 385, 395, 470.

### **Associate of Arts in Business**

A.A. in Business: 62 hours to include BIB 214, 215, WVC 301, BIO 125, EDU 105, 106, ENG 103, 108, 203, 204, HIS 108, 205, MAT 202, and BUS 304, 309, 320 and 326.

## **BACCALAUREATE DEGREE PROGRAMS**

### **Graduation Requirements**

- Successful completion of at least 124 semester hours.
- Successful completion of the bachelor core curriculum and all other courses taken at Belhaven University with a minimum cumulative grade point average of 2.0.
- Satisfaction of Belhaven's general education requirements
  - Written Communication Skills: Six semester hours
  - Literature: Six semester hours
  - Science: Four semester hours
  - Mathematics: Three semester hours
  - History: Six semester hours

Biblical Studies: Nine semester hours

Kingdom Life: Family and Workplace: Three semester hours

- Payment of all tuition and fees.
- Applications for degree completion audits must be made online by the deadlines listed in the calendars at least eight months prior to the anticipated degree completion. Failure to do so on schedule may result in a delay in the ceremony participation or receipt of diploma.

### **Program of Study**

The bachelors program of study consists of a total of 124 semester hours with a minimum 2.0 cumulative grade point average. If additional hours are required to reach 124 semester hours to fulfill degree requirements, they may be obtained in the following ways:

- Correspondence courses approved by the Registrar
- Traditional academic college courses from regionally-accredited institutions (under certain circumstances and when approved by the Registrar)
- Transfer Credit from nationally-accredited institutions at the 100/200 level.
- Portfolio I - documented learning; Portfolio II - college-level learning essays, upon completion of EDU 290
- Standardized examinations (CLEP, PEP, USAFI)
- Guided studies

### **General Education Required Coursework**

All students seeking a bachelor's degree must complete BIB214, 215, BIO 125, EDU105 (BUS 205 for Houston), 106, ENG103, 108, 203, 204, HIS108, 205, MAT 202, and WVC301.

### **Bachelor of Arts in Applied Psychology**

The Belhaven University Department of Psychology seeks to introduce all students to the study of human behavior and mental processes within a Christian context. The applied psychology major is designed to provide a foundation of knowledge in the major subfields of psychology and to prepare students for future study and work in this field. This accredited degree program focuses on developing the students' abilities to understand and to apply psychology in their everyday lives. Many degrees in psychology are founded solely on secular principles, but Belhaven incorporates the biblical worldview into coursework and classroom discussion.

**B.A. in Applied Psychology:** 124 hours to include all General Education coursework as well as PSY203, 243, 304, 312, 331, 332, 340, 352, 355, 420, 461, WVC 401, electives and 6 hours from the following: PSY 342, 343, 362 and 442.

### **Bachelor of Arts in Biblical Studies**

The Bachelor of Arts in biblical studies seeks to establish the faith and understanding of students through study of the Bible as the inspired, infallible Word of God. It also seeks to provide the necessary background and skills to interpret the Bible adequately as the objectively authoritative rule of faith and practice. In accordance with the best standards of Reformed scholarship, the biblical data are presented along with a consideration of light that has been shed upon the subject matter by recent study or discovery. Thus students are encouraged to investigate the biblical text for themselves as the source of their doctrine and the guide for their conduct.

Students meet one night a week for four hours of classroom instruction and one night a week in their project teams.

**B.A. in Biblical Studies:** 124 hours to include all General Education coursework as well as BIB 334, 335, 341, 344, 345, 375, 385, 395, 470, 480, WVC 401 and electives.

### **Bachelor of Arts in Interdisciplinary Studies**

The Interdisciplinary Studies Program is designed for the student who wishes to have a broad educational experience with course work in 2-5 different disciplines. It allows the student to customize their course of study into areas of interest, and allows them to make the best use of previous college credits. An important goal in the Interdisciplinary Studies Program is to help students in their ability to appropriately interrelate their study and the Christian faith. In addition to the 2-5 Interdisciplinary Majors which form this program, students will complete a general education core.

Students meet one night a week for four hours of classroom instruction and periodic project teams.

**B.A. in Interdisciplinary Studies:** 124 hours to include all General Education coursework as well as IDS 499, WVC 401 and 42 hours of course work from 2-5 area concentrations.



At least 9 hours must be taken in each area. Upon declaring as an Interdisciplinary Studies major, the student must meet with their Dean. The dean will work with the student to identify appropriate courses to finish out the degree program. The student and dean must develop and sign a contract for completion and any deviation would need to be approved by the Dean.

### **Bachelor of Arts in Social Services**

Belhaven University seeks to introduce all students to the study of human behavior and mental processes within a Christian context. This program is designed to provide a foundation of knowledge in the field of social services and to prepare students for future study in the fields of social services. Emphasis is placed on developing the students' abilities to understand and to apply social services in their everyday lives. An important goal in all social service courses is to help students in their ability to appropriately interrelate their study of social service and the Christian faith.

Students meet one night a week for four hours of classroom instruction and periodic project teams.

**B.A.S.S.:** 124 hours to include all General Education coursework as well as BIB 360, PSY 203, 243, 312, 340, 342, SOC 101, 201, 202, 220, 310, 350, 351, 370, WVC 401 and electives.

### **B.A.S.S. with a concentration in Christian Ministries**

Bachelor of Arts in Social Services with a concentration in Christian Ministries provides a foundation of knowledge in the field of social services and to prepare students for practice or additional study in Christian Ministry. Students who wish to complete Bachelor of Arts in Social Services with a concentration in Christian Ministries must complete the requirements for a BASS degree as listed above along with 12 credit hours chosen from BIB 334, 335, 344, 345, 375, 385, 395 and 470.

### **Bachelor of Business Administration**

The Bachelor of Business Administration (B.B.A.) program prepares students for entry-level management positions and provides a course of study for adult students who wish to enhance their managerial skills. Students are required to meet for class once a week and are required to participate in periodic study group meetings which are designed to enhance the learning process and the development of problem-solving skills. Study groups must meet a minimum of four hours as assigned, and their activities are monitored by their professors.

### **Objectives of the Bachelor of Business Administration Program**

The Bachelor of Business Administration program incorporates the development of the adult student's exposure to human problems and personal values through a well-planned curriculum which integrates within the curriculum increasingly advanced cognitive skills, awareness of self and others, and social and interpersonal skills, all through a Christian worldview. Within the business program, certain required courses form the theoretical and practical framework adults need to succeed in increasingly responsible leadership roles within their professional and personal organizations. The Bachelor of Business Administration encourages students to understand the functional components of business - economics, marketing, accounting, finance, law, and management.

**B.B.A.:** 124 hours to include all General Education coursework as well as BBA 302, 320, 321, BUS304, 309, 320, 326, 360, 363, 412, 414, 418, 419, 420, ECO 407, MAT 345, WVC 401, and electives.

### **Bachelor of Health Administration**

The Bachelor of Health Administration is designed to integrate a foundation of general education with healthcare management theory and practical expertise that prepares the graduates for management positions in healthcare. The health administration curriculum addresses the basic body of knowledge, understanding, and skills identified to be relevant to healthcare administration:

- Critical thinking from a biblical perspective to analyze and solve complex problems.
- Professional communication skills developed by developing an understanding of the biblical principles applicable to provide effective communication strategies within the organization, with staff, patients, and the public.
- Leadership abilities that have been established on biblical principles to establish and lead effective work teams toward a shared organizational mission.
- Foundation of ethical principles based on the Bible to guide the decision-making process from application of personal and organizational values.
- Quantitative skills to manage an organization's financial health provide data to measure and report an organization's quality outcomes.
- Legal and regulatory knowledge to reduce an organization's liability and effectively manage risk.
- Broad knowledge of the health administration industry, to include managed care and long term care administration.

- Marketing strategies taught from a Christian worldview to reach the appropriate audience in creative, cost effective ways.

**B.H.A.:** 124 hours to include all General Education coursework as well as BHA 315, 326, 401, 402, 411, BUS 309, 326, 360, 362, 395, 406, 412, 414, 419, ECO 407, WVC 401, and electives.

### **Bachelor of Science Management**

The Bachelor of Science in Management program is ideal for adults wanting to focus upon management and leadership in business. The curriculum emphasizes the roles of leaders in organizations and includes courses in communications, decision-making, business law, human resources, marketing, entrepreneurship, and international management. Students are required to meet for class once a week and are required to participate in periodic study group meetings which are designed to enhance the learning process and the development of problem-solving skills. Study groups must meet a minimum of four hours per week, and their activities are monitored by their professors.

**B.S.M.:** 124 hours to include all General Education coursework as well as BUS 304, 309, 320, 326, 360, 362, 395, 406, 412, 414, 418, 419, 420, ECO 407, WVC 401, and electives.

### **Bachelor of Science Management with a Concentration in Criminal Justice**

Belhaven's Bachelor of Science in Management concentrating in Criminal Justice, is ideal for adults who want to focus on management and leadership within the context of the judicial/penal system. The curriculum emphasizes the roles of leaders in the workplace and includes courses in communication, research based decision-making, business law, human resources, marketing, computer applications, and business fundamentals.

**B.S.M. with a concentration in Criminal Justice:** 124 hours to include all General Education coursework as well as BUS 304, 309, 320, 326, 362, 395, 406, 412, 414, 418, CJU 320, 407, 412, 419, WVC 401, and electives.

## **COURSE DESCRIPTIONS FOR UNDERGRADUATE DEGREE PROGRAMS**

*Note: Below are listings of all courses offered in the adult studies programs at Belhaven University; however, not all of these courses are offered at each campus.*

### **Art (ART)**

#### **245 Messages of Art (3).**

This course will focus on equipping students in righteous judgment as it relates to art through application of a model set of critical tools. Emphasis will be placed on identification, analysis, and evaluation of work from key movements and individuals in the history of art as well as artistic components of contemporary culture.

### **Biblical Studies (BIB)**

#### **214 Exploring the Old Testament (3).**

A historical survey of the Old Testament and some of its basic themes, with an emphasis on the character of the God who reveals Himself through the Bible. Since God has created humankind in His image for fellowship with Him, there is consistent reference to the terms of that relationship. God is presented as holy, loving, sovereign, while people are presented as responsible for loving God, loving their neighbor, and caring for all that God has created. Attention is given to the promises and demands God makes which are relevant in our relationship with Him today.

#### **215 Exploring the New Testament (3).**

This course is a historical survey of the New Testament and some of its basic themes, with an emphasis on Jesus Christ as God who became a human being. Since Jesus came to seek and to save the lost, attention is focused on the salvation He came to bring and how it is received. Since Jesus continues to be God, attention is given to His Lordship over history and human life. The implications of His Lordship for our lives today are examined.

#### **334 Law Books and Wisdom Literature (3). Prereq: WVC 301**

The whole point of the Bible is to explain who God is and what his expectations are from his sheep. This course describes the Old Testament standards for how God's servants are to shepherd ethically in the image of their sovereign Shepherd.

- 335**     **Gospels and Letters (3).** Prereq: WVC 301
- 341**     **Doctrines and Practical Implications (3).** Prereq: WVC 301  
A historical and systematic survey of Christian doctrine as set forth in Scripture.  
A critical investigation of the doctrines of Scripture, God, the Trinity, creation, covenant, and human beings.
- 344**     **Israel's History (3).** Prereq: WVC 301  
This course is an exploration of the main events, characters, places, and historical situations of the Old Testament.
- 345**     **Kingdom History (3).** Prereq: WVC 301  
This course is an exploration of the main events, characters, places, and historical situations of the New Testament.  
A critical investigation of the doctrines of Scripture, God, the Trinity, creation, covenant, and human beings.
- 360**     **Christian Social Responsibility (3).** Prereq.: WVC 301.  
Specific biblical teachings from both the Old and New Testament are presented as the foundation for serving God in a world filled with social needs.
- 375**     **Outreach Ministry in Context (3).** Prereq: WVC 301  
A practical study of a shepherding model of personal Christian service, with particular focus on developing ministry knowledge and skills for working in the student's specific, real-life context. The course explores Christian ministry in broad enough terms as to apply to any Christian seeking to be of kingdom service to Jesus, but with a practical application to normal social settings and contexts.
- 385**     **Shepherding Ministry in Context (3).** Prereq: WVC 301  
This course examines biblical models for Christian ministry, focusing especially on service toward others. The topics include: qualifications for Christian leadership, how to recognize and use spiritual gifts, and how to develop a ministry plan for a specific audience. The course emphasizes personal spiritual development as an essential part of engaging in any Christian ministry.
- 395**     **God's Kingdom through History (3).** Prereq: WVC 301  
This course provides a historical overview of the advance of God's kingdom, the Church, from the apostolic age to the present era focusing on the key transitions in theology, organization, and expansion of Christianity.
- 411**     **Transcultural Ministry (3).**  
A study of how God reveals His truth to people within their culture. By examining cultural differences, students become acquainted with and sensitive to the issues involved in working with people of other ethnic groups or cultures.
- 470**     **Non Profit Administration (3).** Prereq: WVC 301  
A study of the process of administration in a non-profit context. Identifying and assessing leadership styles and qualities and using groups in leadership are included. Skills in leading meetings, developing budgets, using time, making decisions and delegating work are major emphases.
- 480**     **Thesis (3).** Capstone

## **Biology (BIO)**

- 125**     **Science & Culture II: Life Sciences for a Sustainable Future (4)**  
This course is an introduction to issues in Biology as they affect our lives and the natural world. The course will take a problem-based approach as we address issues of health, well-being, biodiversity, the environment, and scientific discovery and will focus on the practical application of this knowledge to our lives and a sustainable society.

## **Business (BUS)**

- 205 Learning Applications (3).**  
A study of time management techniques specifically targeted to the adult learner returning to college. Various approaches to effective use of time, effective learning strategies, critical thinking, and persuasive writing will be examined to assist students as they pursue academic, personal, and professional goals.
- 304 Business Communication (3).** Prereq: ENG 103 and ENG 108  
A study of the modern techniques of writing a variety of effective business memoranda, letters and reports. Also included will be the presentation of oral reports.
- 309 Business Computer Applications (3).**  
A study of computer applications essential to business today. Emphasis on software applications in communication, statistics, and finance. Emerging computer technology will also be discussed.
- 320 Introduction to Marketing (3).** Prereq: ENG 103 and ENG 108.  
An overview of the marketing discipline with emphasis on planning and the development of competitive strategies. Specific topics include the marketing environment, marketing research, advertising, personal selling, sales promotion, pricing, new product development, and distribution channels.
- 326 Principles of Management (3).** Prereq: ENG 103 and ENG 108.  
An introduction to the foundational principles and the basic management techniques that every manager must master to succeed in today's fast-changing, competitive environment. Emphasis is on the planning, organizing, managing, and controlling functions.
- 360 Operations Management (3).** Prereq: BUS 395 or MAT 345.  
The study of quantitative and decision-making tools used in managing the conversion process that transforms inputs (such as raw materials and labor) into outputs in the form of finished goods and services.
- 362 Human Resources (3).** Prereq: BUS 326  
An investigation into the nature and behavior of humans as we relate and work together in organizations. Practical applications are made to the following: selection and retention, training, motivation, compensation, discipline, and organizational design.
- 363 Business Finance (3).** Prereq: BBA 321, ECO 407.  
A study of the sources and uses of funds in modern business firms. Emphasis is on capital markets, the time value of money, risk and rates of return, the valuation of bonds and stocks, financial statement analysis, financial forecasting, and capital budgeting.
- 395 Management Research Methods (3).** Prereq: MAT 202.  
Application of research methods in collecting, recording and analyzing decisions relevant to management decisions.
- 406 Finance and Accounting for Managers (3).** Prereq: MAT 202  
A survey of basic finance and accounting tools used in managerial decision-making. Topics include acquisition and allocation of financial resources, net present value, capital budgeting and accounting systems.
- 412 Organizational Behavior (3).** Prereq: BUS 326  
A study of human behavior at the individual, group, and organizational level with topics including personality, motivation, teams, leadership, power and organizational structure.
- 414, 415 Business Law (3, 3).** BUS 414 Prereq: BUS 326; BUS 415 prereq: BUS 414  
A study of the basic principles of law that apply to business transactions, thereby providing a basis for confidence in reaching decisions within the framework of rules of law. Primary emphasis is on contracts, agency, and the legal environment of business.
- 418 Business Ethics (3).**

A study of basic ethical principles as applied to the major problem areas facing economic systems and to decision-making in the corporation and in society in general. The basic ethical principles and the accompanying value system used are biblically based.

**419 Business Policy (3).** Prereq: Must be last course of Core  
A study of the methods used by business firms in developing and evaluating strategies and policies to achieve goals and objectives.

**420 International Business (3).** Recommended prerequisites: BUS 320, 326, and ECO 407.  
A survey of the operation of the firm in a global environment. Topics include global markets, international trade, foreign exchanges, trade policy, international politics, cross-cultural management, global strategic management, organizational design, and controlling.

### **Business Administration (BBA)**

**302 Business Foundations (3).**  
This survey course introduces students to the key foundations of the business world. Students will see how the many pieces fit together, laying a foundation for future study in each area of business.

**320 Financial Accounting (3).**  
An accelerated Financial Accounting course designed to provide the student with a study of the principles and techniques used in modern financial accounting.

**321 Administrative Accounting (3).** Prereq: BBA 320  
An introduction to the principles and techniques used in modern managerial accounting, this course emphasizes job order and process cost systems for corporations.

### **Clinical Pastoral Education (CPE)**

**401 Clinical Pastoral Education (3)**  
Professional education for students seeking to learn pastoral care ministry. Students, under the guidance of a CPE supervisor, participate in clinical contact with individuals in a chaplaincy/ministry setting gaining experience in pastoral care. Students must spend 240 hours in clinical care including compiling their clinical pastoral experiences using the action/reflection model of learning.

### **Computer Science (CSC)**

**102 Introduction to Computers (3).**  
This survey course introduces computer hardware, software, procedures, systems, and human resources and explores their application in business and other segments of society. Use of operating system commands, word processing, electronic spreadsheets, presentations, and database management systems is accomplished through “hands-on” projects using microcomputers.

**309 Computational Methods Using Excel® (3).** Prereq: MAT 202.  
A study of the use of computer spreadsheets and embedded functions to solve otherwise complex mathematical problems of personal finance. Topics include introduction to spreadsheet basics, computing interest and payments for loans, investments, mortgages, and other amortized loans. Also included are financial statements, what if analysis, and risk analysis using expected value computations.

### **Criminal Justice (CJU)**

**320 Introduction to Criminal Justice (3).**  
A survey of the philosophies, functions, and methods of social control, with emphasis on law enforcement and those involved in its administration – police, courts, and corrections organizations. This course includes the study of the history, organization, processes, and problems related to criminal justice in the American heterogeneous, democratic society of the 21st century.

**407 Criminology (3).**

This course provides an overview of criminology in America: criminology concepts, theories of crime causation: rational choice, trait theory, social structure theory, social process theory, developmental theory, and biblical theory; and crime typologies: violent crime, terrorism, political crime, property crime (white collar, blue-collar, green collar), public order crime, cybercrime, technology, and transnational crime.

**412 Police Organizations (3).**

An overview of policing in America, the organization and operations of police agencies, their history and evolution, the personality and role of the individual police officer. This course also addresses critical issues in policing, such as technology and criminalistics, as well as the increased threat of terrorism in America and policing responses to these new challenges.

**419 Justice and Society (3). Capstone**

This course focuses on the relationships between law and other social institutions, and examines the values and interests that are expressed in law and shaped by legal structures and processes. Consensus and conflict perspectives of the law are compared and contrasted, and applied to understanding the law's impact on everyday life. This course takes an explicit interdisciplinary approach to understanding law.

## **Economics (ECO)**

**407 Economics (3). Prereq.: MAT 202**

An introductory study of parts of the economy including consumers, firms, industries, and markets. Emphasis is on firm pricing and resource allocation. Also included is a study of the economy as a whole, emphasizing national income, employment, prices and inflation, and output in an economic system. Problems in controlling and forecasting economic fluctuations are also examined.

## **Education (EDU)**

**105 Learning Strategies for Adults (3).**

A foundational course designed to develop skills essential to adult learner success within the foundations of a Christian liberal arts education. These skills include effective learning, reading, writing, speaking, and critical thinking across the curriculum. The student will also develop an understanding of what a Christian worldview means within the context of higher education.

**106 Foundations of Composition (3). Formerly ENG 100A.**

This course is designed to reinforce the foundational skills for writing at the college level. Emphasis is on the writing process, including grammar, usage, and paragraph development, and on the reading process, including comprehension, accuracy, and vocabulary development. Analyzing ideas and beliefs from a Christian worldview is an integral part of this course.

**290 Portfolio Development (3).**

This course is formatted to lead students through the development of a portfolio the end result of which will enable to earn academic credit for college-level learning that has been completed outside the traditional classroom setting. It is designed to assist learners in attaining their academic and career goals by validating their professional competencies through the writing of essays and demonstrating of academic principles gained through experience.

## **English (ENG)**

**103 Composition and Rhetoric (3). Prereq.: EDU 106. Foundation course, prereq. for all courses except EDU 105 and 106.**

An introduction to the process of writing, emphasizing skills in proper use of grammar, paragraph and essay writing, and critical thinking while exploring the relationships of composition and rhetoric. Emphasizes the Christian responsibility to use language effectively and ethically. (Must be passed with a grade of C- or better)



- 108 Effective Research Writing (3).** Prereq: ENG 103. Foundation course, prereq. for all courses except EDU 105 and 106.  
An online course designed to develop critical thinking through group evaluation and discussion in research writing and compositional skills which introduces and uses recognized research techniques and styles of documentation and organization of thought through literary examples.
- 203, 204 Survey of World Literature (3, 3).** Prereq: ENG 103 and ENG 108  
A survey of major continental authors and their writings, the literary historical periods, and the linguistic cultures of various nations. ENG 203 covers the Greco-Roman and Hebrew-Christian periods through the Renaissance; ENG 204 from the Enlightenment to the modern and postmodern eras.

## **Health Administration (BHA)**

- 315 Healthcare Organizations in the United States (3).**  
This course provides a broad overview of the various functions of the United States healthcare system. The student is introduced to the nature of illness and disease, and utilization characteristics are examined. The various forms of provider models and service delivery systems found in private and public health sectors are described, including ambulatory, acute and long term care. The human, technological, and financial resources required in the delivery of healthcare are examined. Measures of success are discussed, i.e., patient outcome, regulatory compliance, and service efficacy and efficiency. The role of state and local politics in policy formation and implementation are reviewed. The various stakeholders in healthcare delivery are identified.
- 326 Healthcare Quality Management and Outcomes Analysis (3).**  
This course examines the relationships between business and healthcare outcome measures. Methods for process and outcome improvement are described as well as the statistical application and significance of measuring outcomes.
- 401 Financial Administration of Healthcare (3).** Prereq: BBA-320 or BUS-406  
This course provides an overview of healthcare financial management from a Christian worldview; Emphasis on use of financial statements for decision-making purposes and application of financial analysis to budgeting, capital project evaluation, and contracting. Other topics include healthcare coding and billing concepts as well as background information on the legal and regulatory environment and impact on health care delivery.
- 402 Ethics in Health Administration (3).**  
The course identifies ethical issues for healthcare administrators. It is designed to encourage the student to clarify their personal ethics in regard to administration issues. The various responsibilities involving the managing of populations whose ethics may be divergent are identified. A study of the Christian worldview as it is applied to leadership situations, drawing contrasts between biblically-based principles and competing worldviews through the use of case studies and articles.
- 411 Healthcare Marketing (3).**  
An overview of the power of marketing in meeting the organizational challenges in today's complex health care environment, particularly managed care. This course explores the art and science of how individuals make health care purchasing choices, and the response necessary to gain market share.

## **History (HIS)**

- 108 Civilization (3).**  
Survey of significant developments in the world's major societies with the emphasis on western civilization. Studies key occurrences through the early 20th century.
- 205 Contemporary World History (3).**  
A study of international affairs since World War I, emphasizing recent and current events. It is a selective survey of significant 20th-century political and cultural occurrences, which provides perspective for modern times.

## **Interdisciplinary Studies (IDS)**

### **499 Senior Interdisciplinary Studies Project (3).**

This is a senior seminar focused on interdisciplinary research and writing. All requirements and deadlines for the completion of an interdisciplinary senior project/paper are reviewed in this course. Students are expected to present their projects/papers at the end of the course.

## **Mathematics (MAT)**

### **202 Quantitative Reasoning (3).**

Quantitative Reasoning is a survey of practical and quantitative topics in mathematics with an emphasis on problem-solving, critical thinking, logical reasoning, and applications. Topics include statistical reasoning, elementary probability, logic, number systems, problem-solving techniques, estimation, mathematical models, functions, and other analytical skills useful in real world situations. Throughout the course, an emphasis will be placed on mathematical applications in business and economics as well as on gaining competent literacy on quantitative information.

### **345 Mathematics for Business and Economics (3). Prereq: MAT 202 or equivalent.**

Mathematics for Business and Economics is an introduction to the basic mathematical concepts used in finance and economics. Topics include functions, differential calculus, statistics, and finance. Applications to business are emphasized throughout the course.

## **Psychology (PSY)**

### **203 General Psychology (3).**

An introduction to the application of the scientific method and critical thinking to the study of human behavior and functioning. Topics include the role of nature and nurture, learning, the brain, motivation, sexuality, personality, happiness, stress & health, abnormality & therapies. PSY 203 is a prerequisite for most upper level courses in psychology.

### **243 Human Growth and Development (3). Prereq: PSY 203**

A study of the growth and development of the individual from conception until late adolescence. Emphasis will be placed on physical, perceptual, motor, cognitive, language, spiritual, social and emotional development. Includes study of major developmental theories and concepts that are applied to childhood and adolescence as well as problems common to this period. Specific issues common to the older years, including marriage, family, parenthood, grandparenthood, vocational choice, retirement, disabilities and death are also an integral part of this class.

### **304 Elementary Statistics (3). Prereq: PSY 203, MAT 202**

A basic survey of the descriptive statistics and inferential statistics used in research. Computation and elementary theory of correlation, t test and simple analysis of variance. Applicable primarily to the social sciences, and all examples and problems are selected from social and behavioral sciences. Psychology majors should complete this course no later than the first semester of their junior year.

### **312 Abnormal Psychology (3). Prereq: PSY 203**

A study of the conceptions and classifications of the major personality disorders resulting from both physical and psychological causes. Consideration is given to the causes, symptoms, therapy, and prognosis of these disorders.

### **331 Theories of Personality (3). Prereq: PSY 203**

A survey of examples of some of the major types of analytic models of human psychological existence. The organization, development, and dynamics of personality according to each theorist are considered in the light of his or her own research evidence and his or her own personality.

### **332 Learning and Memory (3). Prereq: PSY 203**

An in-depth analysis of basic concepts and theoretical developments in the area of learning and memory, both animal and human. Particular attention is directed to application of these theories to common, everyday situations.

- 340 Introduction to Counseling Theory and Techniques (3).** Prereq: PSY 203, PSY 312  
Exploration and examination of the leading theories in psychotherapy and counseling. The philosophical assumptions and implications of each theory and technique are examined and critiqued from rational, empirical, and Christian perspectives. Students are trained in basic people helping skills such as listening skills, communication skills, crisis intervention, and problem-solving skills. The course is designed to prepare students to meet a basic competency level in these skills that are useful in a variety of career and personal settings.
- 342 Psychology for the Exceptional Child (3).** Prereq: PSY 203  
A study of the child whose development follows atypical patterns. This would include all children eligible for special education placement: the mentally retarded, the gifted, the physically and behaviorally handicapped, the visually and hearing impaired, the learning disabled, the speech and language impaired, and autistic children. Students visit several local agencies in order to become more familiar with exceptional children and services available for these children.
- 352 Social Psychology (3).** Prereq: PSY 203.  
The analysis of human behavior, thought, and interactions of individuals, the function of the presence of others. Course topics include: social influence, interpersonal interaction, interpersonal attraction, theories of social behavior, moral behavior, attitudes, prejudice, and aggression.
- 353 Community Psychology (3).** Prereq: PSY 203  
A study of how community psychology goes beyond an individual focus and integrates social, cultural, economic, political, environmental, and international influences to promote positive change, health, and empowerment at individual and community levels.
- 355 Basic Psychological Research (3).** Prereq: PSY 203  
General research design in psychology, with an emphasis on experimental design and control. Topics include use of human participants in research, reliability and validity, observational methods, and survey and longitudinal designs.
- 362 Addictions/ Substance Abuse (3).** Prereq: PSY 203  
This course examines real and alleged effects of drug use. It also looks at the physical, physiological and psychological effects of drug use.
- 420 Cross Cultural/International Psychology (3).** Prereq: PSY 203  
A study of the relationships between cultural context and ethnicity—both in the U.S. and the international context—and psychological and social functioning. Practical applications for understanding, working with, and helping people in different cultural settings will be explored.
- 461 Psychology through Eyes of Faith (3).** Prereq: PSY 203 (Capstone Course)  
This course will explore how psychology is viewed through a Christian lens. Discussion of integration of psychology and Christian faith will occur.

## **Sociology (SOC)**

- 101 Introduction to Sociology (3).**  
A survey course designed to introduce the science of human society. Primary emphasis is on basic concepts and the development of a sociological perspective. Major figures in the history of social science and the analysis of culture, socialization, social institutions, and social change are emphasized.
- 201 Social Problems (3).**  
A study of theoretical approaches to social problems with special emphasis and research in such specific problems as medical care, poverty and dependency, crime, alcoholism, sexual deviancy, prejudice, discrimination and race relations, delinquency, environmental concerns, and mental illnesses. Social problems are examined and discussed, analyzing efforts of resolution from a Christian perspective.

- 202 The Family (3).**  
A study of the traditional and contemporary American family and its implication for Christian lifestyles. Issues to be studied include dating, courtship, choosing a mate, marriage, contraception, family planning, pregnancy, child abuse, economics of family life, communication and conflict management, media, divorce, and substance abuse.
- 220 Race, Gender, and Diversity: Social Stratification (3).** Prerequisite: SOC 101.  
An analysis of the social stratification system as organized by class, gender, race, and ethnicity. Emphasis is placed on human diversity and oppression, and on resulting implications for human service organizations, individuals, and society.
- 310 Death, Dying, and Grief (3).**  
This course provides a basic background on historical and contemporary perspectives on death and dying. Attention is given to current American practices regarding death, as well as cross-cultural interpretation. Emphasis is also placed on stages of death and the grief process.
- 350 Social Services Practice I (3).** Prereq: SOC 101 and PSY 340.  
An analysis of the methods and techniques of social service practice with an emphasis on work with individuals. Topics include ethics of practice, assessment, and intervention methods.
- 351 Social Services Practice II (3).** Prereq: SOC 350.  
A continuation of SOC 350. Examines the methods and techniques of practice with families, groups and communities. Topics include family and group dynamics, assessment and intervention methods, and dynamics of community organization.
- 370 Social Services Field Experience (3).** Prereq: Junior or senior standing, BIB 360 and SOC 351.  
Unpaid field experience related to the student's academic and life goals. The field experience is designed to provide professionally supervised experience in the research and application of principles of behavior and modification in selected settings.

### Worldview Curriculum (WVC)

- 301 Christian Interpretation of Life (3).** Prereq: BIB 214, BIB 215  
This course is a study of the Christian world- and life-view, contrasting Christianity with the worldviews of modernity and post-modernity. This Worldview Curriculum is designed to make the understanding and articulation of worldview (an overarching explanation of life or the perspective from which one interprets the world) a major goal of its educational program. As such, this class will seek to clarify and deepen each student's understanding of the general concept of worldview, providing a *framework* from which the student can construct and articulate his or her own worldview.
- 401 Kingdom Life: Family and Workplace (3).** Prereq: WVC 301, Prereq. for BBA, BHA and BSM: BUS 419; only to be taken in semester immediately prior to graduation.  
A practical application of the biblical vision of the Kingdom of God, especially as related to family and workplace.

## GRADUATE PROGRAMS

(For Admission Information see Graduate Admission Requirements listed under Adult Studies – Information for Prospective Students).

### Master of Business Administration

The Master of Business Administration program is truly a blend of the sophisticated academic world, the practical and technologically dependent career world, and the eternal world of Christian faith. Its enabling thrust is to develop in its students that rare level of discernment that is so much in demand, both globally and locally, and to give leadership and direction to many in the secular world who lack an ethical foundation from which to operate.

Classes are offered one night per week. The format is a concentrated continuous approach. Students are required to participate in learning team activities which are designed to enhance the learning process and the development of problem-solving skills. Learning teams must meet a minimum of four hours as assigned, and their activities are monitored by their professors.

### **Objectives of the Master of Business Administration Program**

The Master of Business Administration program seeks to develop persons who can function successfully in upper middle management and top management positions. The emphasis is on strategic management concepts and principles. The M.B.A. program makes use of recent research findings, uses complex computer modes, stresses the importance of human relations skills, and integrates strategic management processes through a Christian worldview.

The following educational objectives are those of the M.B.A. program:

- To provide a program which equips graduates with the skills and knowledge necessary for obtaining employment in managerial positions and for advancing their careers.
- To serve the business community by offering evening classes for executives who wish to enhance their management skills.
- To provide a graduate education program which emphasizes a strong foundation in Christian ethics and worldview.
- To assist managers and future managers in improving speaking, negotiating, and human relations skills.
- To emphasize the use of technology in management by providing a computer-enhanced program.
- To prepare students at the graduate level for integrating the major functional areas of business into the making of business policy.
- To provide an opportunity for executives and future executives to apply theory to real-life business and industry situations.
- To help managers develop a global perspective by providing a study of foreign political, technical, and economic structures in relation to business practices.

### **Graduation Requirements**

- Successful completion of the M.B.A. core curriculum with a minimum cumulative GPA of 3.00. A student must repeat any course in which he/she earned a grade lower than a C-.
- A student may have no more than two grades of C, C+, or C-.
- Student will be required to pass successfully a comprehensive exam.
- All credit applied toward the M.B.A. degree must have been completed within six years of matriculation at Belhaven. (No more than six semester hours of transfer graduate course work will be accepted. Transfer work must be from a regionally-accredited college or university and must have been completed within six years of matriculation in Belhaven's M.B.A. program.)
- Payment of all tuition and fees.
- Applications for degree completion audits must be made online by the deadlines listed in the calendars at least eight months prior to the anticipated degree completion. Failure to do so on schedule may result in a delay in the ceremony participation or receipt of diploma.

M.B.A.: 36 hours to include MSL 601, MBA 612, 613, 624, 640, 643, 646, 658, 664, 680, 682, and 687.

### **MBA Concentrations**

Students have the option of adding a concentration (Health Administration, Human Resources, Leadership, or Sports Administration) within the MBA and may choose to do so at any point in the degree program prior to graduation. Each of the concentrations below, when added to the MBA, result in a total of 42 credit hours for the MBA with concentration. Concentration courses are offered only online as scheduled.

**MBA with Health Administration concentration** – 42 hours to include MSL 601, MBA 612, 613, 624, 640, 643, 646, 658, 664, 680, 687 and MHA608, 646, and 668.

**MBA with Human Resource concentration** - 42 hours to include MSL 601, MBA 612, 613, 624, 640, 643, 646, 658, 664, 680, 687, and 9 hours from MSL660, 661, 662 and 663.

**MBA with Leadership concentration** - 42 hours to include MSL 601, MBA 612, 613, 624, 640, 643, 646, 658, 664,680, 687 and MSL 630, 665, and 668.

**MBA with Sports Administration concentration** - 42 hours to include MSL 601, MBA 612, 613, 624, 640, 643, 646, 658, 664, 680, 687 and MSA 608, 646, and 668.

### **The Master of Public Administration**

The Master of Public Administration degree program is a 36 semester credit hour graduate program designed to enhance the professional skills of public administrators and executives. The program is designed for adult professionals who seek to develop and increase their management and leadership roles in government, education, the not for profit sector, and other areas of their professional lives.

Designed to develop the individual's ability to comprehend internal and external social, legal, political, and economic forces as they affect the decision-making process within the organization, the program has been structured to serve holders of baccalaureate degrees in a variety of disciplines. Classes are offered one night per week for eighteen months. The format is an accelerated "lock-step" approach in which an entering class stays together throughout the program. Students are required to participate in project team activities which are designed to enhance the learning process and the development of problem-solving skills.

#### **Objectives of the Master of Public Administration Program**

Practice servant leadership using Christ as the model in serving people and society.

- Provide leadership, vision, and strategic planning in a variety of organizations and environments.
- Prepare to lead others in environments increasingly characterized by change and complexity.
- Master principles of human behavior and motivation to maximize use of human resources.
- Master key functional area skills in communications, human resources, accounting, governmental finance, economics, and public policy analysis.
- Appreciate the trend to interdependency between local, state, and federal agencies and the need to continually update leadership principles and techniques.
- Complete a significant hands-on project in a live organization and integrate the knowledge and skills from all courses taken.
- Develop organizational-wide skills in structure, coordination, policy, and design of subunits.
- Master methods of organizational change and development
- Develop the ability to apply the most recent research and concepts emerging in management and leadership.
- Interact with executive level leaders from the community to identify current challenges and strategies available to address them.

#### **Graduation Requirements**

- Successful completion of the M.P.A. core curriculum with a minimum cumulative GPA of 3.00. A student must repeat any course in which he/she earned a grade lower than a C-.
- Students are allowed no more than two (2) C's over the course of their MPA program.
- Students will be required to pass successfully MPA 613 *Management Research Methods- Project III*.
- All credits applied toward the M.P.A. degree must have been completed within six years of matriculation at Belhaven. (No more than six semester hours of transfer graduate course work will be accepted. Transfer work must be from a regionally-accredited college or university and must have been completed within six years of matriculation in Belhaven's M.P.A. program.)
- Payment of all tuition and fees.
- Applications for degree completion audits must be made online by the deadlines listed in the calendars at least eight months prior to the anticipated degree completion. Failure to do so on schedule may result in a delay in the ceremony participation or receipt of diploma.

**M.P.A.:** 36 hours to include MSL 601, MPA 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, and 613.

### **Master of Science in Leadership**

The Master of Science in Leadership degree program is a 36 semester credit hour graduate program designed to enhance the professional skills of business managers and executives. The program is designed for adult professionals who seek to develop and increase their management and leadership roles in business, education, church, and other areas of their professional lives.



Designed to develop the individual's ability to comprehend internal and external social, legal, political, and economic forces as they affect the decision-making process within the organization, the program has been structured to serve both holders of baccalaureate degrees in business as well as other disciplines. Classes are offered one night per week. Students are required to participate in learning team activities which are designed to enhance the learning process and the development of problem-solving skills.

### **Objectives of the Master of Science in Leadership Program**

The following are Executive Development Learning Objectives of the M.S.L. program:

- Practice servant leadership using Christ as the model in serving people and society.
- Provide leadership, vision, and strategic planning in a variety of organizations and environments.
- Prepare to lead others in environments increasingly characterized by change and complexity.
- Master principles of human behavior and motivation to maximize use of human resources.
- Master key functional area skills in marketing, entrepreneurship, accounting, finance, and economics.
- Appreciate the trend to a global world and the need to continually update leadership principles and techniques.
- Complete a significant hands-on project in a live organization and integrate the knowledge and skills from all courses taken.
- Develop organizational-wide skills in structure, coordination, policy, and design of subunits.
- Master methods of organization change and development.
- Develop the ability to utilize the most recent tools and concepts emerging in management and leadership.
- Interact with executive level leaders from the community to identify current challenges and optional strategies to address them.

### **Graduation Requirements**

- Successful completion of the M.S.L. core curriculum with a minimum cumulative GPA of 3.00. A student must repeat any course in which he/she earned a grade lower than a C-.
- A student may have no more than two grades of C, C+, or C-.
- Students will be required to pass successfully MSL 670 Leadership Capstone.
- All credits applied toward the M.S.L. degree must have been completed within six years of matriculation at Belhaven. (No more than six semester hours of transfer graduate course work will be accepted. Transfer work must be from a regionally-accredited college or university and must have been completed within six years of matriculation in Belhaven's M.S.L. program.)
- Payment of all tuition and fees.
- Applications for degree completion audits must be made online by the deadlines listed in the calendars at least eight months prior to the anticipated degree completion. Failure to do so on schedule may result in a delay in the ceremony participation or receipt of diploma.

**M.S.L.:** 36 hours to include MBA 624, 640, 646, MSL 601, 630, 643, 658, 660, 665, 668, 670 and 686.

**M.S.L. with Human Resources concentration** - 42 hours to include MBA 624, 640, 646, MSL 601, 630, 643, 658, 660, 665, 668, 670 and 686, and 6 hours from MSL 661, 662 and 663.

**M.S.L. with Ministry concentration** - 36 hours to include MSL 601, 630, 640 (or MBA640), 658, 660, 665, 668, 670, 686, and MIN 610, 620, 630.

### **Master of Fine Arts in Dance**

Associate Professor Bower, Chair  
Associate Professor Wright, MFA Program Director  
Associate Professor Morton  
Associate Professor E. Rockwell  
Associate Professor Tucker-Wagnon  
Specialty Instructor O. Rockwell  
Specialty Instructor Sweatt  
Specialty Instructor Whitehead

The Master of Fine Arts in Dance is a 60 credit terminal degree program with an emphasis on performance and/or choreography within the context of pedagogical, theoretical, and artistic inquiry. The MFA in Dance degree emphasizes the integration of Christian faith and learning with the advanced theoretical and artistic study of dance. Belhaven University is accredited by the National Association of Schools of Dance (NASD).

The Master's degree in dance will give graduates the opportunity to participate in creative work, inquiry, and investigation through curricular offerings in technique, performance, choreography, research methodology, critical investigation and philosophy of dance, among others. Belhaven's graduate dance program encourages students to develop career-related skills through the practical application of theoretical knowledge, innovative and compositional techniques, and the experiential methodologies of apprenticeships.

Graduate students will submit their work for peer and faculty review, as well as contribute to the field through attendance and participation in regional and national dance conferences. Graduate students will gain experience in teaching through pedagogy courses and the opportunity for teaching assistantships upon the completion of 18 hours of graduate study. The development, compilation and application or incorporation of creative work, inquiry, and investigation will culminate in the graduate thesis project.

Objectives:

- Develop and integrate an in-depth understanding of a Christian worldview with their dance studies, and critically assess their practice from such a perspective.
- Cultivate advanced skills in technique and performance which reflect a synthesis of practice-based and theoretical approaches to dance practice.
- Deepen their theoretical and scholarly understanding of dance and its influence in past and present cultures and the ways in which these influences interact with their own body of work.
- Practice a sense of artistry, craft, and voice through exploration, innovation, and development of advanced skills in dance-making.

**Master of Fine Arts in Dance Requirements for Graduation:**

- Successful completion of the degree curriculum (60 credits) with a minimum cumulative GPA of 3.00.
- Pass all MFA courses with a C or above. If a student earns below a C, s/he will be placed on academic probation. A second grade of C- or below will result in the student's repetition of the course. A pattern of poor academic performance may result in expulsion from the program.
- Minimum total of 39 credits in studio or related areas, including 12 credit hours in technique, 9 credit hours in choreography, and 2 credit hours in performance. Additional courses in this area may be selected from the following: DAN 502 Graduate Dance Production, DAN 585 Somatic Practices for Dance I; DAN 660 Performance Media Techniques, DAN 671/672 Graduate Improvisation, DAN 685 Somatic Practices for Dance II, or other courses approved by the MFA Program Director.
- Minimum total of 15 credit hours in academic courses, including DAN 501 Graduate Kinesiology, DAN 503 Graduate Kinesiology Lab, DAN 511 Graduate Seminar, DAN 575 Graduate Dance Pedagogy, DAN 576 Graduate Dance Pedagogy Lab, DAN 662 Research and Writing for Dance, and DAN 680 Critical Issues in Dance Studies
- Successful completion of 9 credits of Choreography before advancing to the thesis project phase.
- Minimum total of 7 credits in Graduate Thesis Project, not to exceed 9 credits total.
- 6 credit hours of electives in dance or related research area. These credits may come from DAN 550/650 Graduate Apprenticeship, DAN 590/690 Graduate Independent Study, DAN 591/691 Graduate Special Topics, or other courses from graduate programs in the University (500 level or higher). Credit: one to three hours.
- Per university and NASD guidelines, the Dance Department accepts up to 6 transfer credits from graduate courses at a regionally accredited college or university. To be eligible for transfer, credits must be completed within six years of matriculation into the MFA in Dance at Belhaven University. Students may be asked to provide additional information, such as a course syllabus or assignments, to verify their applicability to the MFA in Dance program of study. The MFA Program Director, Chair of Dance, and Registrar will determine which courses are eligible for transfer credit.

**GRADUATE SCHOOL OF EDUCATION**

Professor Hand, Ed.D., Dean

Assistant Professor Wilkins, Ph.D., Director of Graduate Teacher Education  
Professor Wasson, Ph.D.  
Professor Nisbett, Ed.D.  
Assistant Professor Mincey, Ph.D.

(For Admission Information see Graduate Admission Requirements listed under Adult Studies – Information for Prospective Students).

### **Graduate School of Education Mission Statement**

#### ***Teacher As Servant Leader Learning to Teach – Teaching to Serve***

The Belhaven University Graduate School of Education seeks to produce not only effective professional educators but also develop concerned, compassionate educators who value each student's life and who are dedicated to helping all students learn and fulfill his or her God-given potential. The School of Education's goal is the development of *Teachers as Servant Leaders*, professionals committed to transforming teaching, learning, and schooling – professionals dedicated to creating positive learning environments where students learn the virtues and skills necessary to become responsible citizens.

The faculty in the Belhaven School Graduate of Education believe that well-prepared teachers, building administrators, and district leaders serving as professional educators are committed to the profession and in helping to improve the educational environment and our schools. At Belhaven, we challenge teachers to stretch themselves as effective educators, to take the lead in their schools, and to develop a heart of service in their communities and to make a difference in the engagement and learning of the all the children they teach as well as impact each child's life.

Belhaven University has a long tradition of academic excellence in preparing teachers. Originally founded as a woman's college, Belhaven's first "professional degree" was in teacher education. Since that time, the University has produced thousands of teachers who have filled classrooms in Mississippi and many other states. Building on this tradition, Belhaven offers two graduate Master's Degree programs online: the Master of Education (M.Ed.) and the Master of Education in Reading Literacy (M.Ed.-R/L). Each degree is designed to meet different educational leadership needs. The Master of Education meets the needs of professional teachers who already are certified and desire a graduate specialty in elementary or secondary education. The M.Ed. allows the professional teacher to take one of three areas of emphasis: 1) M.Ed. – Curriculum and Instruction, 2) Preparation for National Board Teacher Certification, and 3) Educational Technology. The Master's Degree in Reading Literacy (M.Ed.-RL) is intended for those who hold a valid standard teaching license and are currently teaching in a school. The M.Ed.-RL in reading can advance teachers into supervisory and leadership roles in education.

While serving different audiences, all degree programs acknowledge the expertise, experience, and needs of adult learners. Programs also foster inquiry into the nature of learning and the effects of teaching, transfer of theory to practice, self-directed learning and reflection, collegial interaction with peers, commitment to innovation and change, and the development of leadership skills and professional efficacy.

Belhaven offers a challenging educational experience for new and practicing teachers as well as aspiring and current administrators who desire to enhance their knowledge, skills, and practice. The Graduate School of Education faculty and staff are committed to preparing professional educators who can provide distinctive Christian leadership and service in the classrooms, in the schools, at the district levels, and within diverse communities.

#### **The Belhaven School of Education Conceptual Framework and Educator Preparation Provider Standards (BEPPS)**

Serving as the Educator Preparation Provider (EPP) for Belhaven University the Graduate School of Education's Mission Statement is:

***To prepare effective professional educators who demonstrate both academic excellence and professional knowledge while providing distinctive Christian leadership and service to all students, parents, and communities.***

The conceptual framework and the Belhaven Educator Preparation Provider Standards (BEPPS) identified by the School of Education are the foundation for the EPP's **Quality Assurance Assessment System** and reflect and inform candidate assessments of the following objectives:

#### **Belhaven Educator Preparation Provider Standards (BEPPS)**

##### **BEPP Standard 1: Vision and Mission**

*The candidate supports and promotes, an academic and values centered, vision and mission to other teachers, staff, parents, and community to ensure that high quality teaching, learning, and schooling are implemented and continuous school improvement is taking place.*

**BEPP Standard 2: Knowledge of Content**

*The candidate assures that they utilize knowledge of content in creating learning opportunities that make subject matter meaningful and useful and promotes the growth and development of all students.*

**BEPP Standard 3: Learning Environments**

*The candidate promotes academic success and personal wellbeing of students by assuring that they design and manage learning environments that accommodate a diverse population, provide for individual differences, and enhance student learning and achievement.*

**BEPP Standard 4: Instructional Methods**

*The candidate, in cooperation with other school educators, selects and implements a variety of instructional methods & teaching strategies that develop students' critical thinking, problem solving, & performance skills.*

**BEPP Standard 5: Assessment**

*The candidate promotes appropriate and meaningful assessments and analyzes assessment data to monitor and document individual student learning, grade level growth, classroom, and school advancement in order to inform improvements in instruction, the impact on student learning, and school enhancement.*

**BEPP Standard 6: Professional Growth**

*The candidate employs the tools of self-evaluation and reflection and utilizes available resources to support professional growth as an educator and leader, to create a culture of professionalism and promote student learning, foster improved instruction, and be an advocate for school enhancement.*

**BEPP Standard 7: Professional Dispositions**

*The candidate integrates and exhibits the Christian worldview in building inclusive learning environments that address the needs, perspectives, and diversity among students, families, colleagues, and communities. The candidate manifests the ethical principles and dispositions of a Christian professional educator and is a role model both in and outside of the school building, the district, and the community.*

## **Course Delivery Formats**

**The Belhaven Graduate School of Education offers two (2) course delivery formats: 1) Hybrid, and 2) Online. All courses run for a period of eight consecutive weeks.**

**Two eight-week sessions are offered each semester as follows:**

- **Fall 1 (Aug –Oct) & Fall 2 (Oct-Dec)**
- **Spring 1 (Jan-Mar) & Spring 2 (Mar – May)**
- **Summer 1 (May-Jun) & Summer 2 (Jun-July)**
- **During the Summer 2 Session a 4 week *Summer Intensive Session* is available on ground at the Jackson campus offering only EDU 501: Measurements & Evaluation Strategies and EDU 506: Classroom Management & Organization as part of the MAT program and the Alternate Route Mississippi Teacher License program.**
  - **HYBRID CLASSES:** Offered on the main campus in Jackson, DeSoto, and at multiple, convenient locations around the state. All work is submitted and graded through the use of the online Canvas portal. Students have opportunities to meet on location with the professor three times during the course for face-to-face instruction, explanations, discussions and clarifications (week 1, week 4, and week 7)
  - **ONLINE CLASSES:** Offered online. All work is submitted and graded through the online Canvas portal. Students have email and phone connections with their professors.

For more information about these delivery systems and help in determining which system is best for you, please call the **Adult and Graduate Student Services at: 601.968.8880**

## **Graduation Requirements**

- Successful completion of the degree curriculum with a minimum cumulative GPA of 3.00.
- No more than two C or C+ grades are permitted in the course of the program. Any grade below a C must be repeated for credit toward a degree.
- Once two C's are earned, a student must repeat any subsequent course in which he/she earns a grade of C or below.
- Graduate education candidates are required to successfully complete all course Artifacts and/or Projects, plus the Comprehensive Capstone Paper in order to confirm the knowledge base gained during the course of their plan of study by articulating and demonstrating their ability to critically reflect, evaluate, analyze, and synthesize the content and applied in education and schooling today. . See the Graduate School of Education Handbook for specific requirements.
- The time you begin your first course in the MAT, MED-Curriculum and Instruction, MED-Preparation for National Board, MED-Educational Technology or MED-Reading Literacy program to the time you complete your studies and graduate cannot exceed five (5) years.
- No more than six semester hours of transfer graduate course work will be accepted. Transfer work must be from a regionally-accredited college or university and must have been completed within five (5) years of matriculation in Belhaven's program.
- Payment of all tuition and fees.
- Applications for degrees must be made in the Office of the Registrar by the deadlines listed in the calendars at least eight months prior to the anticipated degree completion. Failure to do so on schedule may result in a delay in the ceremony participation or receipt of diploma.

**Master of Arts in Teaching – MAT – Leading to the Mississippi Alternate Initial Teacher License**

Includes 12 Credit Hours for Mississippi Alternate Teacher Licensure plus 21 credit Hours to complete the Degree for a Total MAT Degree of 33 Credit Hours.

**Required Mississippi Alternate Route License Core - 12 credit hours to be taken in the following order:**

|   |         |
|---|---------|
| EDU 500 MAT Orientation Seminar               | (P/F) 0 |
| EDU 506 Classroom Management and Organization | 3       |
| EDU 501 Measurement and Evaluation Strategies | 3       |
| EDU 502 Dimensions of Learning I              | 3       |
| EDU 503 Dimensions of Learning II             | 3       |

*Both EDU 502 & 503 require candidates to hold a Mississippi 3 year Teacher Certificate, be hired, and concurrently teaching in a school.*

**Master of Arts in Teaching – MAT**

**Required to Complete the MAT Degree (21 credit hours)**

|   |   |
|---|---|
| EDU 602 Psychology of the Exceptional Child                             | 3 |
| EDU 612 Curriculum Planning and Organization                            | 3 |
| REA 617 Reading in the Content Areas                                    | 3 |
| EDU 621 Assessing Student Learning                                      | 3 |
| EDU 622 Teaching Reading & Math Skills                                  | 3 |
| EDU 625 Instructional Leadership Skills in the Classroom and Comp Paper | 3 |
| EDU 628 Advanced Instructional Strategies                               | 3 |

***NOTE: Candidates seeking teaching certification must assume responsibility for fulfilling all state requirements. Completion of the Master of Arts in Teaching does not guarantee licensure.***

**Master of Education – M.Ed.**

Includes 24 Core Credit Hours Plus 9 Credit Hours in an Area of Emphasis for a Total MED Degree of 33 Credit Hours

**Master of Education**

**Required Core (24 credit hours):**

|  |         |
|--|---------|
| EDU 600 M.Ed. Orientation Seminar  | (P/F) 0 |
| EDU 610 Research Methods and Procedures  | 3       |
| EDU 612 Curriculum Planning and Organization                                     | 3       |
| EDU 621 Assessing Student Learning   | 3       |
| EDU 623 Technology in Education  | 3       |
| EDU 625 Instructional Leadership Skills in the Classroom and Comprehensive Paper | 3       |
| EDU 628 Advanced Instructional Strategies  | 3       |

|   |   |
|---|---|
| EDU 630 Diagnostic & Remedial Strategies Across the Content Areas | 3 |
| REA 617 Content Area Literacy                                     | 3 |

**Master of Education – M.Ed.**

**Areas of Emphasis (9 credit hours)**

**M.Ed. – Area of Emphasis: *Curriculum and Instruction – C&I***

|  |   |
|--|---|
| EDU 624 Issues and Innovations in Education                          | 3 |
| EDU 631 Individual Instruction for Children with Learning Problems   | 3 |
| EDU 636 Supervision of Instruction: Collaborating for Accountability | 3 |

**M.Ed. – Area of Emphasis: *Educational Technology***

|   |   |
|---|---|
| EDU 641 Integrating Technology into the Curriculum        | 3 |
| EDU 642 Using Technology to Assess Learning & Manage Data | 3 |
| EDU 643 New & Emerging Technologies                       | 3 |

*NOTE: Students seeking teaching certification must assume responsibility for fulfilling all state requirements. Completion of the Master of Education does not guarantee licensure. See the Graduate School of Education Handbook for specific requirements for the Comprehensive Capstone Paper and state licensure process.*

**Master of Education in Reading Literacy – M.Ed.-R/L**

Includes 24 Core Credit Hours. Plus 9 Credit Hours in an Area of Emphasis available Online only. Total M.Ed. Degree equals 33 Credit Hours.

Please note if you enroll as an on-ground candidate at the Jackson or DeSoto campus you will be considered involved and enrolled in the Adult on Campus Program even though you may be taking some online courses.

Candidates in the M.Ed.-R/L program whether on-ground or online will be required to submitted assignments online for grading purposes in the web-based program **Canvas**.

**Requirements for M.Ed.-R/L Degree**

- Successful completion of the degree curriculum with a minimum cumulative GPA of 3.00.
- No more than two C or C+ grades are permitted in the course of the program.
- Once two C's are earned, a student must repeat any subsequent course in which he/she earns a grade of C or below.
- Candidates are required to successfully complete all course artifacts and the comprehensive exit process which includes completing the Reading Practicum and writing the Comprehensive Capstone Paper.
- Candidates will be required to take and successfully pass the **Foundations of Reading Test** before taking the two capstone courses REA632 and EDU625.
- All credit applied toward the degree must have been completed within five years of matriculation at Belhaven. (No more than six semester hours of transfer graduate course work will be accepted. Transfer work must be from a regionally-accredited college or university and must have been completed within six years of matriculation in Belhaven's program.)
- Payment of all tuition and fees.
- Applications for degrees must be made in the Office of the Registrar by the deadlines listed in the calendars at least eight months prior to the anticipated degree completion. Failure to do so on schedule may result in a delay in the ceremony participation or receipt of diploma.

**Master of Education in Reading Literacy – MED-R/L – Offered on the Jackson campus and Online only**

**Required Courses (33 credit hours):**

|   |         |
|---|---------|
| EDU 600 M.Ed. Orientation Seminar                               | (P/F) 0 |
| EDU 610 Research Methods and Procedures                         | 3       |
| EDU 630 Diagnostic and Remedial Strategies in the Content Areas | 3       |
| EDU 612 Curriculum Planning and Organization                    | 3       |
| REA 608 Early Literacy Instruction                              | 3       |
| REA 611 Literature and Literacy                                 | 3       |
| REA 617 Content Area Literacy                                   | 3       |
| REA 622 Teaching Reading Skills and Comprehension               | 3       |
| REA 627 Middle Grade Literacy (4-8)                             | 3       |
| REA 629 Literacy Assessment, Diagnosis, and Remediation         | 3       |



|  |   |
|--|---|
| REA 632 Practicum in Reading                             | 3 |
| EDU 625 Instructional Leadership Skills in the Classroom | 3 |

*Candidates will be required to take and successfully pass the **Foundations of Reading Test** as a prerequisite to taking REA 632 and EDU625.*

**NOTE: Candidates seeking teaching certification must assume responsibility for fulfilling all state requirements. Completion of the Master of Reading does not guarantee licensure.**

## GRADUATE COURSE DESCRIPTIONS

### Business Administration (MBA)

- 612 Business Principles I (3).**  
An introduction to business fundamentals including Financial Accounting, Business Math and Statistics and Economics. Application of the Christian worldview to the field of business is also discussed.
- 613 Business Principles II (3).** Prereq: MBA 612  
A continuation of MBA 612 Business Principles I.
- 624 Ethical Problems in Business (3).**  
A study of the basic ethical principles as applied to the major problem areas facing economic systems and to decision-making in the corporation and in the household. The basic ethical principles and the accompanying value system used are biblically-based.
- 640 Advanced Organizational Behavior (3).**  
A course designed to develop an understanding of behavioral concepts for effective management of organization. Topics include theories related to work environment, group dynamics, motivation, leadership, and organizational change strategies.
- 643 Financial Analysis (3).** Prereq: MBA 612 and 613  
An in-depth analysis of corporate financial management activities related to acquisition of financial resources, short and long term financial planning, management of working capital, and evaluation of financial profitability. Major components related to financial markets and government fiscal policies and cash flow / break even analysis will be used to determine firm's viability within the marketplace.
- 646 The Legal Environment of Business (3).**  
A study of the legal environment within which business firms must operate and how it affects the decision-making process. The relationship between Law and ethics is explored throughout the course.
- 658 Managerial Economics (3).** Prereq: MBA 612 and 613  
The application of methods of economic analysis to the decision-making process of business firms and other organizations.
- 664 Marketing Management (3).**  
An analytical approach to the marketing functions of business firms. The course includes the study of topics such as the design of marketing strategies, choices of channels of distribution, and competitive practices.
- 680 Quantitative Decision Making (3).** Prereq: MBA 612 and 613.  
This course is designed to prepare that business administration student with quantitative skills and abilities which will be applied in a business-related environment. Areas covered include: designing goods and services, managing quality, forecasting, location and layout strategies, supply chain management, , inventory management, just-in-time and lean operations, descriptive statistics, probability techniques, and regression analysis.
- 682 Principles of Executive Leadership (3).** (Formerly Principles of Executive Management).  
A study of the behavioral sciences as they apply to management and leadership. The course includes such topics as leadership, participative management, group dynamics, and motivation.

- 687 Strategic Planning (3).** Capstone Course  
The role of leadership to maintain a congruent proactive approach for organization effectiveness is studied. Stages in the strategic process including development, implementing, and evaluation are examined. Special focus on organizational alignment in achieving objectives and desired outcomes is studied. i

## **Business Leadership (MSL)**

- 601 Introduction to Graduate Education (3).**  
A review of the basic concepts and skills necessary for success in graduate study. Concepts of teamwork and team learning are covered along with an overview of requirements for graduate programs. Students are introduced to leadership principles and applications in the context of a Christian world view. Topics include library use, research, critical thinking skills, writing expectations, analysis of case studies in leadership, and worldview.
- 630 Leading Productive Teams (3)**  
This course explores the research, theories, and models of team performance, including the design and maintenance of high performance team leadership in organizations. Using assessments, simulations, case studies and discussion, the course examines personality type, power and influence, trust, risk taking, motivational strategies, communication style, and team dynamics.
- 640 Organizational Behavior (3)**  
Understanding organizational behavioral principles as it relates to underlying structure, design, culture, communication, and interpersonal processes. Special emphasis is placed on analyzing behavioral characteristics of contemporary leadership approaches with biblical principles. Specific approaches and tools to maximize organizational effectiveness are reviewed.
- 643 Financial Analysis (3).** (Formerly MSM643)  
This course centers upon executive level managers and how they make use of finance and accounting methods in designing strategy and making decisions. Major finance and accounting tools are reviewed as well as the acquisition and allocation of financial resources and accounting systems.
- 658 Principles of Executive Leadership (3).** (Formerly MSM658)  
This course investigates leadership at the executive level through the use of qualitative research, student exercises, and a skills development project. In the course, students will research different executive leadership models and case studies in how the models are applied at the executive level. The concept of level three leadership is studied addressing working with and motivating people at the level of their fundamental values, beliefs, and expectations. The foundations of Christian leadership are explored.
- 660 Human Resource Management (3).** (Formerly MSM660)  
An advanced study of the utilization and challenges of human resources in contemporary organizations. The emphasis is upon external trends in law, society, and competitors. In addition, issues related to today's workforce are discussed and include topics such as diversity, values, recruiting and developing today's employee.
- 661 Human Resources Employee Relations (3)**  
This course offers an overview of Training and Organizational Development in Human Resource settings. Topics include intervention strategies, employee empowerment, and organizational transformation and strategic change in the context of human resources. Finally, the role and style of the HR practitioner is discussed in the context of a Christian world view.
- 662 Human Resources Compensation and Benefits (3)**  
This course offers an overview of Total Rewards and compensation package. Students will develop a total compensation philosophy, design and implement a total rewards system. Job analysis, Job evaluation, Job descriptions, FLSA and Compensation Law, Employee Benefits Law, Government Mandated Benefits, and Employer-sponsored Benefits will also be discussed. Finally, compensation and benefits will be discussed in the context of a Christian world view.
- 663 Issues and Innovations in Human Resources (3).**

A study of current research into critical issues in the human resources, and innovations that affect managing human resources to reach their full potential within organizations.

- 665 Coaching, Mentoring and Resolving Conflicts (3)**  
This course surveys theories, models, and best practices related to mentoring and coaching employees toward higher levels of performance. Learners examine sources of conflict between supervisors and subordinates, as well as peers. All these relationships are discussed in the context of a Biblical world view.
- 668 Organizational Change (3)** (Formerly MSM668)  
Developing leaders as effective change agents is the focus of this course. Approaches for assessing organizational readiness for change and strategic planning for effective organizational development are scrutinized. Strategies for overcoming resistance to change are examined. Students are challenged to integrate biblical principles to compliment contemporary change models.
- 670 Leadership Capstone (3)**  
This course concludes extensive, long-term inquiry and formal study of leadership that integrates the key learning components into an Individual Leadership Portfolio and a final group project that includes both primary and secondary research on the challenges facing today's leaders. Class discussions will focus on the impact of the Christian world view on leadership for individuals, teams, and organizations.
- 686 Strategic Leadership (3)**  
The focus of this course is developing and implementing effective strategies to maximize leadership and organizational effectiveness. Innovative approaches in leading organizations in adapting to changing external environmental factors are studied through the use of case studies. Mergers, acquisitions, and multiple approaches to partnerships are analyzed.

### **Clinical Pastoral Education (CPE)**

- 601 Clinical Pastoral Education (6)**  
Professional education for students seeking to learn pastoral care ministry. Students, under the guidance of a CPE supervisor, participate in clinical contact with individuals in a chaplaincy/ministry setting gaining experience in pastoral care. Students must spend 400 hours in clinical care including compiling their clinical pastoral experiences using the action/reflection model of learning.

### **Dance (DAN)**

- 500 Arts Administration (3)**  
Advanced study of the models and methods for dance management, including grant writing and arts advocacy.
- 501/503 Kinesiology (3 + 1)**  
Advanced study of kinesiological principles, including designing classes for injury prevention, conditioning, etc. (Lecture: 3/Lab: 1).
- 502 Dance Production (3)**  
Advanced study of production elements, including lighting, staging, costume design, etc.
- 511 Seminar (1)**  
Introduction to advanced studies in dance.
- 525/526 Ballet Technique (1-2)**  
Intermediate/advanced ballet technique for graduate study. (Equivalent to Ballet III/IV for undergraduates.) May be repeated for additional credit. Placement class required.
- 533/534 Modern Technique (1-2)**  
Intermediate/advanced modern technique for graduate study. (Equivalent to Modern III/IV for undergraduates.) May be repeated for additional credit. Placement class required.

- 543/544 Performance I (1-2)**  
Performance in faculty and guest artist works. May be repeated for additional credit. (Offered every semester.)
- 545 Dance and Christian Ministry (3)**  
Advanced study of the methods and models for integrating dance in Christian ministry contexts.
- 550 Apprenticeship I (1-3)** Prereq: Graduate Advisor and Instructor approval.  
A practical means by which graduate students can receive concentrated mentorship in an area of interest, such as teaching, choreography, arts administration, etc.
- 560 Dance Technology (3)**  
Advanced study of the theory and methods for the integration of dance and technology.
- 565 Rhythmic Theory for Dancers (2)**  
Advanced study of music theory for dance practice and pedagogy
- 570 Choreography I (3)** Prereq: Instructor's Approval.  
Advanced choreographic theory and methods for graduate study. Includes choreographic project.
- 571 Choreography II (3)** Prereq: DAN 570.  
Advanced solo and ensemble choreographic theory and methods for graduate study. Includes choreographic project.
- 575/576 Pedagogy (3+1)**  
Advanced study of the theories and methodologies for dance instruction. (Lecture: 3/Lab: 1)
- 580 Philosophy of Dance (3)**  
Advanced study of the theories and methodologies for the philosophical approach to dance with an emphasis on engagement of Christian worldview.
- 585 Somatic Practices for Dance I (1)** Prereq: Instructor approval.  
An introduction to somatic methods and practices in dance technique and performance.
- 590 Independent Study (1-3)** Prereq: Graduate Advisor and Instructor approval.  
A means by which graduate students can explore topics not offered in the standard program of study.
- 591 Special Topics (1-3)** Prereq: Graduate Advisor and Instructor approval.  
This course provides an opportunity for small groups of graduate students to pursue interests in topics not addressed in the core curriculum.
- 625/626 Ballet Technique (1-2)**  
Intermediate/advanced ballet technique for graduate study. (Equivalent to Ballet III/IV for undergraduates.) May be repeated for additional credit. Placement class required.
- 633/634 Modern Technique (1-2)**  
Intermediate/advanced modern technique for graduate study. (Equivalent to Modern III/IV for undergraduates.) May be repeated for additional credit. Placement class required.
- 643/644 Performance II (1-2)**  
Performance in faculty and guest artist works. May be repeated for additional credit. (Offered every semester.)
- 650 Apprenticeship II (1-3)** Prereq: Graduate Advisor and Instructor approval.  
A practical means by which graduate students can receive concentrated mentorship in an area of interest, such as teaching, choreography, arts administration, etc.
- 660 Performance Media Techniques (2)**  
Advanced study of composition techniques for dance technology.
- 662 Research and Writing for Dance (3)**

Advanced study of research methodology and scholarly writing strategies, including fieldwork processes in data gathering, analysis and interpretation, and final write-up.

- 670 Choreography III (3)** Prereq: DAN 570/571.  
Advanced study of the pedagogical processes for teaching choreography
- 671/672 Improvisation for Performance (1+1)**  
Advanced study of improvisational movement for performance
- 680 Critical Issues in Dance (3)**  
Advanced study of dance criticism, including methodologies from poststructuralism, feminism, performance studies, gender studies, etc.
- 685 Somatic Practices for Dance II (1)** Prereq: Instructor approval.  
An introduction to somatic methods for dance pedagogy.
- 690 Independent Study (1-3)** Prereq: Graduate Advisor and Instructor approval.  
A means by which graduate students can explore topics not offered in the standard program of study.
- 691 Special Topics (1-3)** Prereq: Graduate Advisor and Instructor approval.  
This course provides an opportunity for small groups of graduate students to pursue interests in topics not addressed in the core curriculum.
- 700/701/702 Thesis Project (1-3)** Prereq: DAN 570, 571, 670. Graduate Advisor approval.  
The culminating project of graduate level study, including thesis concert and supporting document. (May be taken up to nine hours.)
- 725/726 Ballet Technique (1-2)**  
Intermediate/advanced ballet technique for graduate study. (Equivalent to Ballet III/IV for undergraduates.) May be repeated for additional credit. Placement class required.
- 733/734 Modern Technique (1-2)**  
Intermediate/advanced modern technique for graduate study. (Equivalent to Modern III/IV for undergraduates.) May be repeated for additional credit. Placement class required.

## **Education (EDU)**

### **MAT, M.Ed. & M.Ed.-R/L Orientation Courses**

#### **500 Master of Arts in Teaching (MAT) Orientation Seminar (0)**

All candidates admitted to the Masters of Arts in Teaching (MAT) program are required to enroll in this Orientation Seminar. It is a prerequisite linked to the first two courses taken in the program: EDU 506 Classroom Management and Organization and EDU 501 Measurement and Evaluation Strategies. The Seminar is delivered continuously online and is a no cost, non-credit, Past/Fail course. The Master of Arts Orientation Seminar is designed to provide new candidates to the Master's program with the information regarding the process to obtaining the Mississippi Alternate Teacher License, a general orientation and expectations of the program, an explanation of the dispositions and the characteristics of an adult learner becoming a professional educator. A review of the Graduate School of Education Handbook as well as a review of the APA expectations in the writing style formatting of candidate work will be presented as outlined in the *Belhaven Graduate School of Education's Quick Reference Style and Formatting Guide*. The online Seminar also addresses the plan of study and expectations of the capstone process of writing a Comprehensive Paper.

#### **600 Master of Education (MED) Orientation Seminar (0)**

All candidates admitted to the Masters of Education (M.Ed.) and the Masters of Education in Reading and Literacy (M.Ed.-R/L) programs are required to enroll in this Orientation Seminar. It is a prerequisite linked to the first six hours taken in the program. The Seminar is delivered continuously online and is a no cost, non-credit, Past/Fail course. The Master of Education Orientation Seminar is designed to provide all candidates in the M.Ed. and M.Ed.-R/L programs with the information regarding a general orientation and expectations of the program, an explanation of the dispositions and the characteristics of adult learners as professional educators. A review of the

Graduate School of Education Handbook as well as a review of the APA expectations in the writing style formatting of candidate work will be presented as outlined in the *Belhaven Graduate School of Education's Quick Reference Style and Formatting Guide*. The online Seminar also addresses the plan of study and expectations of the capstone process of writing a Comprehensive Paper.

**Master of Arts in Teaching (MAT) – Licensure courses (Leading to Mississippi Alternate Route Teacher Certification)**

- 501 Measurement and Evaluation Strategies (3).** Prereq: EDU-506 or permission from the director of graduate education  
A study of assessment and evaluation theory based on developmental criteria from cognitive, social, language, motor, and affective domains. Students use strategies for analyzing both group performance and individual needs using authentic and ecological measures. Theoretical foundations for evaluation are applied to a practicum experience at one of four levels of licensure: primary, elementary, middle, and secondary.
- 502 Dimensions of Learning I (3).** Preq: Full Admission (MS – teaching in field of license)  
Supervised internship which provides an emphasis on the application of principles and theories of education using field-based experiences.
- 503 Dimensions of Learning II (3).** Preq: Full Admission (MS – teaching in field of license)  
A study of the foundations of school law, social and cultural aspects of the school setting. Includes applications in the field.
- 506 Classroom Management and Organization (3).**  
Emphasis on the development of strategies for establishing effective classroom organization and for managing and monitoring student behavior. Strategies encourage the intellectual, personal, and moral development of students.

**MAT Graduate Education Courses – Leading to the completion of the Master of Arts in Teaching Degree**

- 602 Psychology of the Exceptional Child (3).**  
A study of the child who follows atypical patterns. Includes assessment practices and teaching techniques applicable to students with various disabilities.
- 610 Research Methods and Procedures (3).**  
An introduction to educational research methodologies that are used to improve instructional decision-making. Research techniques are applied to classroom situations with an introduction to descriptive and inferential statistics.
- 612 Curriculum Planning and Organization (3).** Prereq: EDU 628 or permission from the director of graduate education.  
The development, analysis, and evaluation of the school curriculum with emphasis upon input from the school and community and current research.
- 621 Assessing Student Learning (3).** Prereq: EDU 628 or permission from the director of graduate education.  
An exploration of instructional assessment measures: traditional assessment, norm/criterion-referenced testing, and alternative assessment (performance, portfolio, and product).
- 622 Teaching Reading & Math Skills (3).**  
An advanced study in the selection and use of materials and methods of teaching reading in the elementary schools with emphasis upon current research.
- 623 Technology in Education (3).**  
This course is a study in the integration of the use of the computer in the classroom through an investigation of different tools currently available for educators. An opportunity to develop materials for use in the classroom will be provided.
- 625 Instructional Leadership Skills in the Classroom (3). Capstone Course**  
Prereq: 27 hours of Graduate EDU and REA courses or permission from the director of graduate education  
**This Capstone Course is required to be taken by all Master Degree Candidates: MAT, M.Ed. (3 areas of emphasis), and M.Ed.R/L.**



The development of skills and attributes necessary to establish and maintain a positive learning environment that maximizes student achievement. Teaching strategies and models of behavioral management and instruction are emphasized. Candidates will also complete the required **Comprehensive Paper: *Educator as Servant Leader: Living and Modeling a Christian Worldview as a Reflective Practitioner***

**628 Advanced Instructional Strategies (3).**

The course focuses on advanced teaching strategies with emphasis on the development of curricular units that promote student understanding through the integration of content from a variety of disciplines, the inclusion of inquiry, and the use of appropriate technologies as tools for teaching and learning.

**630 Diagnostic and Remedial Strategies Across the Content Areas (3).**

A study of diagnostic instruments and procedures for identifying learning problems and planning remedial instruction appropriate for students in all subject areas.

**MED Areas of Emphasis**

**Curriculum and Instruction Emphasis**

**624 Issues and Innovations in Education (3).**

A study of current research into critical issues in the elementary school curriculum, organization, and innovations that affect achievement potential.

**631 Individual Instruction for Children with Learning Problems (3).**

A study of strategies for providing appropriate educational services for children with mild to moderate learning problems by the use of intervention techniques.

**636 Supervision of Instruction: Collaborating for Accountability (3).**

Emphasis is on developing leadership skills in the classroom and with peer teachers, teaching assistants, and other community and school personnel.

**Educational Technology Emphasis**

**641 Integrating Technology into the Curriculum (3).**

This course will enable teachers to select, utilize, evaluate, and modify a wide range of instructional media. Emphasis will be placed on integrating commercially available educational media into the teacher's classroom methodology.

**642 Using Technology to Assess Learning and Manage Data (3).**

This course will enable teachers to select, utilize, evaluate, and modify a wide range of media for use in the following: assessing student progress; analyzing state, district, school, and classroom data; and organizing data into understandable presentations. Emphasis will be placed on integrating commercially available media into the collection, organization and presentation of data.

**643 New and Emerging Technologies (3).**

This course is an investigation into the new and emerging technologies available for educators use in the classroom. The course topics will remain flexible to meet the current trends and topics of interest.

**Preparation for National Board Emphasis**

**651 Engaging Learning Communities (3).**

This course emphasizes how teachers become more effective communicators with peers, parents, and the community through leadership roles to improve student learning and achievement.

**652 Self-Effectiveness Analysis (3).**

The course places emphasis on the analysis of student work to evaluate the effectiveness of instruction as demonstrated by student achievement. Results are used to direct changes needed for enhancement of student learning (next steps).

**653 Reflection and Analysis (3).**

This course emphasizes how teachers effectively engage students within whole group, small group and individualized instructional settings. Use of video analysis will be emphasized.

## **MED-R/L Reading Literacy Degree (REA)**

- 608 Early Literacy Instruction. (3)**  
This course is a study of concepts, materials and teaching strategies for oral language development and systematic early reading and writing instruction, specific to concepts about print, phonemic awareness, and phonics. The course includes a systematic study of scientifically research-based instructional methods and learning activities for beginning reading.
- 611 Literature and Literacy. (3)**  
A study of literary materials and resources that is appropriate for elementary instruction. Emphasis will be given to integrating literature into all curriculum areas. Identifies resources and research-based practices that create language rich environments.
- 617 Content Area Literacy. (3)**  
The methods and materials for teaching reading through the content areas in upper elementary, middle, and secondary schools; attention is given to techniques of diagnosing difficulties, teaching reading skills and comprehension with a focus on individualizing instruction, and assessing student achievement.
- 620 Reading and Writing across the Curriculum (3)**  
The purpose of the course is to develop educational leaders who understand the importance of balancing the processes of authentic reading and writing across content areas of the curriculum, and provide an understanding of various reading and writing strategies which will make the process and product meaningful for their students. Attention will be focused on various instructional approaches to equip teachers in producing life-long learners.
- 622 Teaching Reading Skills and Comprehension. (3) Prerequisite REA 608**  
A study in the selection and use of materials and methods of teaching reading in the elementary schools with emphasis upon current research. Research based teaching strategies for oral language development and early systematic reading and writing instruction specific to vocabulary, fluency, and comprehension and scaffolding of the reading process.
- 627 Middle Grade Literacy (4-8). (3)**  
A study of reading-thinking skills, concepts, methods, and materials for literacy instruction and learning for upper elementary and young adolescents. Emphasis will be on comprehension, strategy instruction, assessment and writing for diverse student populations.
- 629 Literacy Assessment, Diagnosis, and Remediation. (3) Prerequisite REA 608**  
A study of reading problems, assessment procedures and use of test results; planning individualized instructional programs and differentiated instruction for problem readers or English language learners. Includes case study with field experience.
- 632 Practicum in Reading. (3-6). Prerequisite: REA 608, 617, 622, 629, EDU 630 and 24 hours of graduate EDU courses, or permission from the director of graduate education.**  
This practicum course provides directed field-based applications of effective teaching, research in reading instruction, and instructional methodology to promote reading progress and prevent reading difficulties with diverse populations.
- 633 Current Trends and Research in Reading (3)**  
To familiarize teachers with current trends and theories concerning reading instruction and with the intent to advance reading success. Emphasis will be on research with best practices and contemporary issues of teaching reading and the development of effective instructional practices.

## **Health Administration (MHA)**

- 608 Current Issues and Trends in Health Administration (3).**

This course will explore the current issues and trends in the health care system through the expert insight of health care leaders across the country. Students will examine key trends impacting the nation's health care organizations. Timely topics include health care reform and social media in health care.

**624 Ethics in Health Care (3).**

This course examines the ethical issues found in the health care system with the focus on the health care administrator as the decision-maker, leader, and moral agent. An in-depth look at ethical responsibilities related to various health care situations will be explored from a Biblical world view. Actual cases to illustrate everyday ethical dilemmas that are faced will be investigated.

**643 Health Care Finance and Budgeting (3).**

This course emphasizes financial administration and financial operations theory, principles, and concepts as they relate to health care financial decision-making. Finance and budgeting methods are reviewed as well as accountability. Students will explore these concepts from a Biblical world view.

**646 Legal and Regulatory Environment for Health Care (3).**

This course explores the legal environment from a health care management perspective as well as the relationship between law and ethics. The course includes topics such as the basic structure of the court system, the general legal responsibilities of health care organizations, and liabilities inherent to the provisions of care will be examined. All of these relationships are discussed in the context of a Biblical world view.

**668 Health Care Quality Management (3).**

This course enriches the understanding of the historical concepts of quality. It is an advanced study of how to achieve quality within the structure and relationships of the complex system of a health care organization. The concepts explored include systems thinking, improving and managing process change, performance measurement, as well as real-life examples and case studies. Students also explore the concepts and relationships from a Biblical world view.

## **Ministry (MIN)**

**610 Biblical Shepherding (3)**

This course will look in depth at the Biblical theme of shepherding and how shepherding applies to modern ministry. Students will examine both Biblical and present day examples of shepherds and critique their own abilities in light of Scripture.

**620 Education Ministry of the Church (3)**

This course will look at how education occurred in Biblical times and then at the role that Education ministry serves in the modern church.

**630 Church and its Mission (3)**

This course will look at the role of the church as defined in Scripture. The modern church will be critiqued and areas for improvement to bring it in line with the Biblical definition will be identified.

## **Public Administration (MPA)**

**603 Research Methods in Public Administration-Project I (3).**

An introduction to basic quantitative and qualitative research methods. Presents the primary course project which is the capstone of the MPA degree. Provides students with experience in planning, design, and performance of applied research project dealing with a practical administrative or policy problem. Students learn to formulate research questions, design research projects, apply research methodologies, and produce a professional research report.

**604 Organizational Theory and Behavior (3).**

A study of the classical and contemporary theories of organization, management, and administration in public and private institutions. This advanced study of group dynamics examines the forces in individuals, groups and organizations which affect the achievement of organizational goals and objectives. Issues include organization culture, organizational design, individual and collective motivation, developing the learning organization, political behavior, conflict and resolution.

**605 Principles of Executive Leadership (3).**

A study of the behavioral sciences as they apply to various leadership theories and models, both classical and contemporary. This course examines the distinction between leadership and management, servanthood leadership from a Christian perspective, participative management, group dynamics and motivation.

**606 Human Resources Development and Administration (3).**

Develops skills in techniques of personnel administration and management. Examines recruitment, selection, training, motivation, performance evaluation, compensation, discipline, and career development.

**607 Ethics and Society (3).**

The relevance and application of biblically based ethical principles to the issues facing today's leaders. Christian value systems are contrasted with post-modern relativism and other conflicting worldviews as the student is challenged to review and refine individual values. Included are obligations of the organization to employees and the public-at-large (society).

**608 Management Research-Project II (3). Prereq: MPA 603**

The continuation of the research process initiated in MPA603. Students deliver an oral and written summary of their research efforts to date. Elements included this progress report include the history and selection of the project topic, methods selected to investigate and collect information, and bibliographical resources.

**609 Administration of Financial Resources (3).**

Surveys the organization, processes and functions of public financial management, including budgeting, accounting, expenditure control, and revenue collection. Examines federal, state, and local fiscal policies, intergovernmental financial relations, credit and debt management, and related topics.

**610 Economics and Public Policy (3).**

Examines economics both as a determinate of public policy and as a tool of public administration and policy implementation. Topics include how markets allocate resources, role of government in a market economy (fair trade vs. free trade, protectionism, etc.), market failures and responses to them; and, problems of efficiency vs. effectiveness and efficiency vs. equity.

**611 Public and Administrative Law (3).**

Examines law in society and legal setting of public administration (public interest social responsibility when all of society is a stakeholder, process oriented *versus* outcome-based, results oriented). Includes regulatory process, administrative adjudication, administrative procedure acts, administrative due process, judicial review, liability, and citizen's rights.

**612 Public Policy Analysis (3).**

Policy development and implementation are examined. Studies include who contributes to policy formation, overview of the process, and implications of policymaking. Influence of politics on the process is analyzed by using case studies. Additional topics of study include setting agendas, evaluating, succession, and policy adaptation.

**613 Management Research-Project III (3).**

The integrative capstone presentation of the research project initiated in MPA603 and MPA608. Each student delivers both an oral presentation and written terminal thesis (or case study) to faculty and fellow learners. Applied research projects are evaluated on comprehensiveness and quality of a professional terminal product.

## **Sports Administration (MSA)**

### **608 Current Issues and Trends in Sports Administration (3).**

This course will provide an in-depth study and analysis of the athletic profession as it relates to trends and issues surrounding administrative decision making. Some examples of the issues include violence, discrimination, racism, and sexism.

### **643 Sports Finance and Budgeting (3).**

This course explores the current financial status in the main segment of the sport industry with emphasis placed on professional and collegiate sport. It provides a comprehensive synopsis of the application of economics and financial management used in the sport organization decision making context from both a macro and micro level. Topics include purchasing, budgeting, risk management, operational procedures, fee structures, financial ratios, financial impact analysis, attendance and price setting strategies

### **646 Legal and Regulatory Environment for Sports (3).**

This course provides an examination of risk management and the current legal principles which affect sport and recreation organizations. Students will gain an understanding in objectives, principles, policies, procedures and requirements in regard to legal issues for a successful career as a sports manager. Topics that are covered include tort liability, athletic eligibility, NCAA due process, gender discrimination, contracts, and drug testing. These topics directly impact the formation and practice of policies adopted by sport administrators and coaches.

### **668 Venue and Event Management (3).**

This course will examine the current research related to planning, funding, and operating sporting events and sport/recreation facilities. The course will provide a practical background in all facets of managing a sport event and facility.

## **PROGRAM INFORMATION FOR CHATTANOOGA PROGRAMS**

### **Associate of Arts in Biblical Studies**

The Associate of Arts in Biblical Studies is for students who want to further their study in biblical ministry. This Bible degree program is designed in the liberal arts tradition and can lead to future studies of the Bible and is a gateway to a Bachelor of Arts in Biblical Studies. Students in the associate degree in biblical studies will learn the importance of ideas throughout history and will have the Christian worldview curriculum to draw on for discernment in interpreting media messages in understanding cultural trends and in everyday decisions.

The program is 62 credit hours.

Program length: 24 months

Program Cost of Tuition (minus other fees): \$22,010

### **Associate of Arts in Business**

The Associate of Arts in Business degree program at Belhaven University and earn the general education credit requirements needed to continue and complete a four-year bachelor degree. Belhaven can take you from an associate degree all the way to a bachelor or master degree. Go farther and advance your education.

This business associate degree offers more than transferable credit as it prepares students to continue their education with a firm academic and spiritual foundation. Whether it is history, literature, biology or math, our courses are designed around the Christian worldview, giving attention to the Lord as creator and sustainer of all things.

The Associate of Arts in Business degree at Belhaven is a 62 credit hour program. This degree program earns students the requirements necessary to complete a four-year bachelor degree.

Program length: 24 months

Program Cost of Tuition (minus other fees): \$22,010

### **Associate of Arts**

Belhaven's Associate of Arts degree at Belhaven University, formerly Belhaven College, is a Christian liberal arts program, serving as a stepping stone into our Bachelor of Business Administration program. This degree, taught from a Christian perspective, emphasizes the importance of ideas through history, and those personal values that lead to personal, spiritual and professional success. Courses in literature history, financial planning, biblical studies and personal life management skills are examples of courses offered.

The AA is a 62 credit program, spanning 18-25 months. This program may be started with no prior college experience.

Program length: 27 months

Program Cost of Tuition (minus other fees): \$22,010

### **Bachelor of Arts in Applied Psychology**

The Bachelor of Arts in Applied Psychology from Belhaven provides a foundation of knowledge in the major subfields of psychology and prepares students for future study and work in this field.

This psychology major will introduce all students to the study of human behavior and mental processes within a Christian context and will develop the students' abilities to understand and to apply psychology. Many degrees in psychology are founded solely on secular principles, but Belhaven incorporates the biblical worldview into its coursework. Psychology classes include everything from research, applied and social psychology and counseling theory to statistics for the behavioral sciences, abnormal psychology and theories of personality.

The bachelor in psychology degree from Belhaven can lead to rewarding and purposeful jobs like: child protection worker, director of volunteer services, group home coordinator, veterans' advisor, case worker, family service worker, social service director, affirmative action officer, drug/substance abuse counselor, residential youth counselor, community relations officer, program manager, rehabilitation advisor, counselor aide, mental retardation unit manager and hospital patient service.

Program length: 48 months

Program Cost of Tuition (minus other fees): \$44,020

### **Bachelor of Arts in Biblical Studies**

The Bachelor of Arts in Biblical Studies is an in depth study and application of the Bible. Professors seek to establish students' understanding of the Bible and move them from learning to doing. Early in the curriculum students are given the necessary background and skills to interpret the Bible as the inspired, infallible Word of God.

Students will explore the most current research and discover today's most relevant information about the Bible. Professors encourage students to investigate the Biblical text for themselves as the source of their doctrine and guide for life.

A degree in biblical studies is designed in the Christian liberal arts tradition giving students a broader range of study and career possibilities. Students who earn this Bible degree can go into ministry positions that includes pastoring, working with youth or children, counselors, therapists, teachers or missionaries.

Program length: 48 months

Program Cost of Tuition (minus other fees): \$44,020

### **Bachelor of Arts in Interdisciplinary Studies**

The Bachelor of Arts in Interdisciplinary Studies offers students a unique opportunity to enhance their education, prepare to serve Christ in their unique roles in His kingdom, and individually format their curriculum.

Interdisciplinary Studies is a bachelor's degree that permits less specialization than is required for other majors. Students fulfill their interdisciplinary major with 42 hours of course work from three area concentrations, rather than a single subject major. At least 9 hours must be taken in each area. The course of study culminates in a capstone experience under the supervision of the dean.

Through career-specific advising, students earning an interdisciplinary degree will benefit from:

- A customized general studies degree program that will include beneficial courses added to the student's course of study.
- Students will complete a final paper/project that ties all of their coursework and assists in preparation for their careers.
- Selection of coursework that is relevant to their current or desired career path.

Program length: 48 months

Program Cost of Tuition (minus other fees): \$44,020

### **Bachelor of Arts in Social Services**

Belhaven University, formerly Belhaven College, seeks to introduce all students to the study of human behavior and mental processes within a Christian worldview context. The Bachelor of Arts in Social Services degree is designed to provide a foundation of knowledge and prepare students for future study in the field of social services. Emphasis is placed on developing the students' ability to understand and apply social service principles in their everyday lives, and an important goal is to help students in their ability to appropriately interrelate their social service degree and the Christian faith.

Belhaven University has developed each course to build upon the previous one in a sequence. Each course is offered in a six week format. Students meet one night a week for four hours of classroom instruction and periodic project team meetings.

Program length: 48 months

Program Cost of Tuition (minus other fees): \$44,020

### **Bachelor of Arts in Social Services with Christian Ministry**

Students interested in a concentration in Christian Ministries to prepare them for further study in the area of Christian Ministry must complete the BASS degree requirements along with eleven additional credits in biblical studies. This degree prepares students to serve in churches, social services agencies and other faith based organizations.

#### **The Bachelor of Arts in Social Services**

Belhaven University, seeks to introduce all students to the study of human behavior and mental processes within a Christian worldview context. The Bachelor of Arts in Social Services degree is designed to provide a foundation of knowledge and prepare students for future study in the field of social services. Emphasis is placed on developing the students' ability to understand and apply social service principles in their everyday lives, and an important goal is to help students in their ability to appropriately interrelate their social service degree and the Christian faith.

Program length: 48 months



Program Cost of Tuition (minus other fees): \$44,020

### **Bachelor of Business Administration**

The Bachelor of Business Administration (BBA) at Belhaven University prepares students for entry-level management positions and provides a course of study for adults who wish to enhance their professional and managerial skills. Students are required to meet for class once a week, and participate in project team activities designed to enhance the learning process and development of problem-solving skills. Project team activities are monitored by professors.

#### **Objectives of the Bachelor of Business Administration Program**

The Bachelor of Business Administration program incorporates the development of the adult student's exposure to human problems and personal values, with a well-planned curriculum, which integrates advanced cognitive skills, awareness of self and others, and social and interpersonal skills, all through a Christian worldview.

Certain required courses within the business degree program, form the theoretical and practical framework adults need to succeed in increasingly responsible leadership roles within their professional and personal organizations. The Bachelor of Business Administration encourages students to achieve the following educational objectives:

- Apply critical thinking and reasoning skills to identify problems and to develop problem-solving abilities.
- Develop their potential, enabling them to face the future with confidence and determination.
- Facilitate spiritual growth and examine personal and corporate values and behavior from a Christian worldview.
- Facilitate social development and effectiveness in interpersonal relationships through development of a Christian worldview and constructive attitudes toward work, other people, and the ty of life.
- Prepare for leadership and service in their vocations.
- Develop written communication skills.
- Develop oral communication skills.
- Foster and promote a sense of biblical worldview ethics and values to be applied in their personal and professional lives.
- Understand the functional components of business - economics, marketing, accounting, finance, law, management.
- Apply theoretical knowledge to solve real-life problems through teamwork within the context of an active learning environment.

Program length: 48 months

Program Cost of Tuition (minus other fees): \$44,020

### **Bachelor of Health Administration**

The Bachelor of Health Administration degree at Belhaven University is designed to integrate a foundation of general education with health administration theory, and practice the expertise that prepares graduates for management positions in health administration.

The BHA curriculum addresses the basic body of knowledge, understanding, and skills identified as relevant to health administration:

- Critical thinking from a Biblical worldview perspective, utilized to analyze and solve complex problems.
- Professional communication skills expanded by developing an understanding of the Biblical principles used to provide effective communication strategies within the organization, with staff, patients, and the public.
- Leadership abilities established on biblical principles to lead effective work teams toward a shared organizational mission.
- Foundation of ethical principles, based on the Bible, to guide the decision making process from an application of personal and organizational values.
- Quantitative skills to manage an organization's financial health, provide data to measure, and report an organization's quality outcomes.
- Legal and regulatory knowledge, to reduce an organization's liability and effectively manage risk.
- Broad knowledge of the health administration industry, to include managed care and long term care administration.
- Marketing strategies, taught from a Christian worldview, to reach the appropriate audience in creative, cost effective ways.
- Ability to embrace biblical principles regarding the management of human resources and how to secure, retain, and train the most competent workforce available.
- Use biblical worldview principles to plan, and organize skills to complete business-critical projects.

Program length: 48 months

Program Cost of Tuition (minus other fees): \$44,020

### **Bachelor of Science in Accounting**

A Bachelor of Science in Accounting from Belhaven provides students with the skills and knowledge necessary for success in the accounting profession. There is a high demand for graduates with accounting degrees and salaries are rising because of the increased competition to hire them.

Belhaven accounting students are able to secure accounting jobs or internships while they are still students and get on-the-job training and experience. An accredited accounting degree from Belhaven can open up career opportunities like public, tax, government, corporate, managerial and not-for-profit accounting as well as auditing and internal auditing.

Belhaven's accounting classes are flexible and bring the classroom to life, providing students with a quality learning experience so you can succeed in your education and career. This program also emphasizes the importance of Christian values and ethics in the practice of accounting. Graduates of this program are qualified for jobs as an accountant or comptroller or may desire to take the CPA exam, which can lead to a career as a certified accountant.

Students completing the accounting program will have taken all courses required to qualify to take the CPA exam in Mississippi. However, students may need additional course work to meet the 150-hour requirement. Students planning to take the CPA exam in other states must check with the state board of public accountancy in that state to make sure they will qualify.

Program length: 48 months

Program Cost of Tuition (minus other fees): \$44,020

### **Bachelor of Science in Management**

The Bachelor of Science in Management, business degree program at Belhaven University, is ideal for adults wanting to focus on management and leadership in business. The curriculum emphasizes the roles of leaders in organizations and includes courses in communications, decision-making, business law, human resources, marketing, entrepreneurship, and international management. Students in pursuit of this business degree are required to meet for class once a week and participate in Project Team activities, which enhance the learning process and development of problem-solving skills. Project team activities are monitored by professors.

Program length: 58 months

Program Cost of Tuition (minus other fees): \$44,020

### **Bachelor of Science in Management with Criminal Justice**

A criminal justice concentration from Belhaven's Bachelor of Science in Management program is ideal for adults who want to focus on leadership within the judicial and correctional system. This degree fits into any busy, working adults schedule while providing students with the tools to succeed.

The criminal justice classes emphasize the roles of leaders in the workplace and includes courses in communication, research based decision-making, business law, human resources, marketing, computer applications, communication and business fundamentals.

#### **Bachelor of Science in Management with Criminal Justice Concentration Degree Curriculum Summary**

Faculty work with their students to develop administrative and leadership skills associated with law enforcement, criminal courts and corrections that are in high demand. A degree in management with concentration in criminal justice can lead students to jobs from patrol officer to emergency management coordinator and operations supervisor.

Program length: 48 months

Program Cost of Tuition (minus other fees): \$44,020

### **Bachelor of Science in Organizational Management**

The Bachelor of Science in Management, business degree program at Belhaven University, is ideal for adults wanting to focus on management and leadership in business. The curriculum emphasizes the roles of leaders in organizations and includes courses in communications, decision-making, business law, human resources, marketing, entrepreneurship, and international management. Students in pursuit of this business degree are required to meet for class once a week and participate in Project Team activities, which enhance the learning process and development of problem-solving skills. Project team activities are monitored by professors.

Program length: 18 months

Program Cost of Tuition (minus other fees): \$13,455

### **Certificate in Biblical Studies**

A Certificate in Biblical Studies at Belhaven is an 18 credit hour certificate, and is for students in preparation for positions of spiritual and ministerial leadership and teaching a deep understanding of scripture. This certificate goes through interpretation and doctrine to ministry and will give students a the needed skills to function in many ministerial and biblical training positions.

Program length: 6 months

Program Cost of Tuition (minus other fees): \$6,390

### **Graduate Certificate in Human Resources**

The Graduate Certificate in Human Resources allows students to look into and experience the field of Human Resources. The graduate human resources classes will have a heavy focus on the study and application of human resource principles. Experienced and knowledgeable faculty teach students from a Christian worldview on current issues such as:

- Studying an overview of human resource management (including issues relating to training, assessments, compensation, recruitment, dismissal and regulatory requirements)
- Examining practices to support employee development and motivation
- Exploring training and organization development (including intervention strategies, employee empowerment, and organization transformation and strategic change)
- Overviewing compensation and benefits (including developing a total compensation philosophy, design and implement a total rewards system, job analysis, job evaluation, job descriptions, compensation law, employee benefits, government mandated benefits and employer-sponsored benefits)

Program length: 6 months

Program Cost of Tuition (minus other fees): \$4,725

### **Graduate Certificate in Leadership**

The Graduate Certificate in Leadership allows students to look in-depth at leadership topics through the guidance of experienced faculty who will assist them in handling leadership situations. These graduate leadership certificate classes provide a focused study of situations that arise while leading others and all classes are taught from a Christian worldview perspective. Classes include topics such as:

- Developing and implementing strategies to maximize leadership and organization effectiveness
- Adapting to changing external environmental factors
- Assessing strategies for overcoming resistance to change
- Analyzing of team dynamics
- Studying biblical approaches to resolve workplace conflicts
- Examining issues relating to diversity, culture, individual proficiency, performance pay and collective performance evaluations

Program length: 6 months

Program Cost of Tuition (minus other fees): \$4,725

### **Master of Business Administration**

The Master of Business Administration program (MBA) at Belhaven University is truly a blend of the sophisticated academic world, the practical and technologically dependent career world, and the eternal world of Christian faith. The enabling thrust of our business degree, is to develop in students that rare level of discernment so much in demand, both globally and locally, and to give leadership and direction to those in the secular world who lack an ethical operating foundation.

The above qualities can best be developed in Master of Business Administration students through an intense program of both the appropriate academics advocated, and the verity of validating values to which the University, the Division of Business Administration, and each faculty member are totally committed.

MBA program classes are offered one night per week. The format is a concentrated, continuous approach. Students are required to participate in Project Team activities within each course, designed to enhance the learning process and the development of problem-solving skills.

The Master of Business Administration program seeks to develop persons who can function successfully in upper middle management and top management positions. The emphasis is on strategic management concepts and principles. The M.B.A. program makes use of recent research findings, uses complex computer models, stresses the importance of human relations skills, and integrates strategic management processes through a Christian worldview.

The following educational objectives are those of the M.B.A. program:

- To provide a program which equips graduates with the skills and knowledge necessary for obtaining employment in managerial positions and for advancing their careers.
- To serve the business community by offering evening classes for executives who wish to enhance their management skills.
- To provide a graduate education program which emphasizes a strong foundation in Christian ethics and worldview.
- To assist managers and future managers in improving speaking, negotiating, and human relations skills.
- To emphasize the use of technology in management by providing a computer-enhanced program.
- To prepare students at the graduate level for integrating the major functional areas of business into the making of business policy.
- To provide an opportunity for executives and future executives to apply theory to real-life business and industry situations.
- To help managers develop a global perspective by providing a study of foreign political, technical, and economic structures in relation to business practices.

Program length: 18 months

Program Cost of Tuition (minus other fees): \$18,900

### **Master of Business Administration with Human Resources**

The **Human Resources concentration** allows students to look into and experience the field of Human Resources. The courses will have a heavy focus on the study and application of human resource principles. Students will explore areas of study that include employee relations, compensation and benefits, and look at current issues in the field.

Program length: 24 months

Program Cost of Tuition (minus other fees): \$4,725

### **Master of Business Administration with Leadership**

The **Leadership concentration** allows students to look in-depth at leadership topics through the guidance of experienced faculty who will assist them in handling leadership situations. The courses provide a focused study of situations that arise while leading others.

Program length: 24 months

Program Cost of Tuition (minus other fees): \$22,050

### **Master of Science in Leadership**

The Master of Science degree in Leadership at Belhaven College, renamed Belhaven University, is a 36 credit hour graduate program, designed to enhance the professional skills of business managers and executives. The program caters to adult professionals who seek to develop and increase their management and leadership roles in business, education, church, and other areas of their professional lives.

Intended to grow the individual's comprehension of internal and external social, legal, political, and economic forces as they affect the decision-making process within an organization, the program has been structured to serve both holders of baccalaureate degrees in business as well as other disciplines. Classes are offered one night per week. Students are required to participate in Project Teams, which enhance the learning process and the development of problem-solving skills.

### **Objectives of the Master of Science in Leadership Program**

The following are Executive Development Learning Objectives of the M.S.L. program:

- Practice servant leadership using Christ as the model in serving people and society.
- Provide leadership, vision, and strategic planning in a variety of organizations and environments.
- Prepare to lead others in environments increasingly characterized by change and complexity.
- Master principles of human behavior and motivation to maximize use of human resources.
- Master key functional area skills in marketing, entrepreneurship, accounting, finance, and economics.
- Appreciate the trend to a global world and the need to continually update leadership principles and techniques.
- Complete a significant hands-on project in a live organization and integrate the knowledge and skills from all courses taken.
- Develop organizational-wide skills in structure, coordination, policy, and design of subunits.
- Master methods of organization change and development.
- Develop the ability to utilize the most recent tools and concepts emerging in management and leadership.
- Interact with executive level leaders from the community to identify current challenges and optional strategies to address them.

Program length: 18 months

Program Cost of Tuition (minus other fees): \$18,900

### **Master of Science in Leadership with Human Resources**

The **Human Resources concentration** allows students to look into and experience the field of Human Resources. The courses will have a heavy focus on the study and application of human resource principles. Students will explore areas of study that include employee relations, compensation and benefits, and look at current issues in the field.

Program length: 24 months

Program Cost of Tuition (minus other fees): \$22,050

### **Master of Science in Leadership with Ministry**

The Master of Science in Leadership with Ministry Concentration is a 36 credit hour graduate program, designed to enhance the professional skills of ministry leaders. The program caters to adult professionals who seek to develop and increase their management and leadership roles in the church, parachurch, other ministry organizations, and other areas of their professional lives.

Intended to grow the individual's comprehension of internal and external social, political, interpersonal, and economic forces as they affect the decision-making process within an organization, this master degree in leadership has been structured to serve both holders of baccalaureate degrees in ministry as well as other disciplines.

All courses are taught from the foundation of the biblical worldview, and students are taught to lead with conviction, think critically, and achieve success according to Christian principles.

### **Objectives**

The following are the Objectives of the Master of Science in Leadership Ministry Concentration program:

- Practice servant leadership using Christ as the model in serving people and society.
- Provide leadership, vision, and strategic planning in a variety of organizations and environments.
- Understand the mission of the church
- Grasp the role of the educational ministry of the church
- Understand the Biblical concept of shepherding and how this relates to the role of the leader
- Prepare to lead others in environments increasingly characterized by change and complexity.
- Master principles of human behavior and motivation to maximize use of human resources.
- Master key functional area skills in marketing, entrepreneurship, accounting, finance, and economics.
- Appreciate the trends of a global world and the need to continually update leadership principles and techniques.
- Complete a significant hands-on project in a live organization and integrate the knowledge and skills from all courses taken.
- Develop organizational-wide skills in structure, coordination, policy, and design of sub-units.
- Master methods of organization change and development.
- Develop the ability to utilize the most recent tools and concepts emerging in management and leadership.
- Interact with executive level leaders from the community to identify current challenges and find strategies to address them.

Program length: 18 months

Program Cost of Tuition (minus other fees): \$18,900

### **Post-Baccalaureate Certificate in Accounting**

The certificate in accounting from Belhaven University is an opportunity for students to enter the accounting profession. There is a high demand in the job market for persons with accounting degrees. There are not enough accounting graduates to supply the demand, so the

## *Adult Program*

increasing competition to hire them means that salaries are rising. Belhaven's flexible accounting certificate courses bring the classroom to life and provides a quality learning experience so you can succeed in your education and career.

Because of the high demand for accountants, some Belhaven accounting students are able to secure accounting jobs or internships while they are still students and get on-the-job training and experience. An online accounting certificate from Belhaven can open up career opportunities like public, tax, government, corporate, managerial, cost and not-for-profit accounting as well as auditing and internal auditing.

Students completing the accounting certificate program will have taken all courses required to qualify to take the CPA exam in Mississippi. Since certificate students already hold a bachelor's degree in another major, they should also have enough credits to satisfy the 150-hour requirement. Students planning to take the CPA exam in other states must check with that state's board of public accountancy to ensure they will qualify.

Program length: 15 months

Program Cost of Tuition (minus other fees): \$12,780

## **ONLINE PROGRAM: INFORMATION FOR PROSPECTIVE STUDENTS**

### **ONLINE CAMPUS PROGRAM OBJECTIVES**

Through our online campus program curricula, Belhaven University encourages breadth of vision and promotes the maximum development of each student intellectually, spiritually, and culturally. The following educational objectives are at the core of the online campus program:

- Develop students' potential, enabling them to face the future with confidence and determination.
- Prepare students for leadership and service in their chosen vocation.
- Apply critical thinking and reasoning skills to identify problems and to develop problem-solving abilities.
- Apply theoretical knowledge to solve real-life problems through teamwork within the context of an active learning environment.
- Facilitate social development and effectiveness in interpersonal relationships through developing personal values and constructive attitudes toward work, other people, and the quality of life.
- Form a broad base for a detailed study in a major discipline while giving Christian perspective on the world of ideas.
- Foster and promote a sense of Biblical ethics and values to be applied in the students' personal and professional lives.
- Facilitate spiritual growth by examining personal and corporate values from a Christian worldview.

### **ADMISSION REQUIREMENTS AND PROCEDURES**

All communication regarding entrance to the University should be addressed to the office of admission. Eligibility for admission will be determined when the application, any required fee, and transcripts have been received by the University.

Belhaven University seeks students who desire an excellent education combined with a meaningful student life experience and who will have a reasonable chance of academic success at Belhaven University. Applicants providing evidence of completion of an accredited academic high school curriculum, scholastic achievement, and sound moral character conducive to contributing to the total premium of the University are admitted.

Belhaven University does not discriminate in the administration of its education policies, application for admission, scholarship and loan programs, or athletic and extracurricular programs. The rights, privileges, programs, and activities at Belhaven University are made available to all students who are enrolled regardless of sex, religion, color, national origin, handicap, or age.

### **APPLYING FOR UNDERGRADUATE ADMISSION**

#### **Degree-seeking, Freshman Application Process**

- Completed admission application
- \$25 non-refundable application fee.
- An official ACT or SAT score report. Belhaven's ACT institutional code is 2180; its SAT code is 1055. Minimum requirement for acceptance is 20 ACT composite or 930 combined critical reading and math SAT score.
- Official academic transcripts from all institutions attended. Minimum GPA required is 2.0. If transferring from another college with fewer than 12 credit hours, an official ACT or SAT score report is required.
- An essay, interview, and letter of recommendation may be submitted voluntarily by the student or may be requested by the admission office if student does not meet minimum requirements for acceptance.
- A student who has been educated at home must submit a transcript outlining courses taken and ACT or SAT scores; OR meet the requirements for students applying with a GED.
- Preliminary Admission Students who provide unofficial documentation (such as transcripts) but are missing official documentation may be admitted preliminarily. These students will be given 30 days from the beginning date of the first course to provide official documentation to the office of admission or risk being removed from class. A student cannot be certified for financial aid until he/she is officially admitted to the University.



**Dual Enrollment**

- Completed admission application
- \$25 non-refundable application fee.
- An official ACT or SAT score report. Belhaven's ACT institutional code is 2180; its SAT code is 1055. Minimum requirement for acceptance is 21 ACT composite or 970 combined critical reading and math SAT score.
- Official academic transcripts from all institutions attended. Minimum GPA required is 2.0.
- A letter of recommendation from your high school guidance counselor or teacher
- An essay, interview, and letter of recommendation may be submitted voluntarily by the student or may be requested by the admission office if student does not meet minimum requirements for acceptance.

**Concurrent Enrollment**

Concurrent enrollment in online courses is available to students enrolled in other programs on a limited basis as described below. All concurrently enrolled students must satisfy standardized requirements for computer hardware, software, internet connection, attend scheduled online orientation, and meet class attendance requirements.

**Concurrent Enrollment - Traditional Students**

- Full-Time Students
  - May take up to ten courses maximum.
  - Must have cumulative Belhaven 2.5 GPA or higher.
  - Must have positive recommendation from the student's assigned academic advisor.
  - Requires approval of the Advisor, Registrar and Dean of Academic Enhancement.
- Part-Time Students
  - Must have cumulative Belhaven 2.5 GPA or higher.
  - Requires approval of the Advisor, Registrar and Dean of Academic Enhancement.

**Concurrent Enrollment – Adult Studies Students**

- May take up to ten courses maximum for (Undergraduate students) and four courses maximum (for Graduate Students).
- Must have cumulative Belhaven 2.5 GPA or higher.
- Must apply through their campus Student Services.
- Requires approval of Student Services , the State Dean and the Dean of Academic Enhancement .

**Changing Programs**

All students who change programs to enter Online Campus must satisfy standardized requirements for computer hardware, software, internet connection, complete online orientation, and meet class attendance requirements.

- Traditional
  - Must have cumulative Belhaven 2.0 GPA or higher.
  - Must have positive recommendation from the student's assigned academic advisor.
  - Requires approval of Online Campus Student Services and Registrar.
- Adult Studies Students (All campuses)
  - Must have cumulative Belhaven 2.0 GPA or higher.
  - Must apply through their campus Student Services. .
  - Requires approval of Online Campus Student Services.

**Admission By Examination**

A student who has earned the General Education Development (GED) certificate may be admitted. An official GED transcript must be provided from the State Department of Education of the state that issued the certificate. Students will need to reach a score of at least 145 on each subject and a total score of 580 or higher across all four subjects in order to be considered for admission.

**Transfer Application Process**

- Transfer students must submit a completed application form, the nonrefundable application fee of \$25.00, and a final official transcript from the last college/university attended to be "Final Accept." A student who misrepresents information in filling out the admission application form or a student who finds after admission or enrollment that he or she is ineligible for academic reasons or any other reason to return to his or her last institution and who fails to report this immediately to the office of admission will be subject to disciplinary action, including possible dismissal from the University.

- Student Athletes: the NCAA requires students competing in intercollegiate athletics to submit final official transcripts from all colleges/universities attended.
- Nursing Majors: State and national accrediting bodies require students in nursing to submit final official transcripts from ALL colleges/universities attended.
- Education Majors: State and national accrediting agencies require candidates making application to a school of education teacher preparation program to submit final official transcripts from ALL colleges/universities attended.
- An applying transfer student must produce an unofficial or official transcript from the last college/university attended in order to register for classes. If unofficial transcripts are submitted, the student will be given thirty days from the beginning date of the first class for the official transcript(s) to be received in the office of admission. The official final transcript(s) must be received before the student is considered officially registered and eligible to receive financial aid. It is understood by all parties that, if for some reason a student is denied admission as a result of not having all documentation at the appropriate offices by the deadline stated, Belhaven University is not liable for any losses incurred to the student.
- A student who is applying with fewer than 12 semester hours of college credit must send to the office of admission an official high school transcript showing the date of graduation as well as an official report of the ACT or SAT score directly from the testing service. Applications will be processed and admission status determined when all required items, including the ACT or SAT, where applicable, are on file.
- Freshmen who have graduated and been out of high school for five years or more will not be required to submit an ACT score, but their applications must come before the committee.
- A transfer student meeting other qualifications is automatically accepted with a minimum 2.0 cumulative grade point average on a 4.0 scale. Nonacademic elective credits in health and physical education are excluded from grade point average (GPA) calculation.
- Transfer credits may be accepted from other institutions of higher learning only when the program of the transferring institution is acceptable to the receiving institution.
- A student under academic suspension from another college or university may not enter Belhaven for one fall or spring semester following his/her suspension. A student who has been permanently dismissed from another college or university will not be eligible for admission to Belhaven University.
- Preliminary Admission Students who provide unofficial documentation (such as transcripts) but are missing official documentation may be admitted preliminarily. These students will be given 30 days from the beginning date of the first course to provide official documentation to the office of admission or risk being removed from class. A student cannot be certified for financial aid until he/she is officially admitted to the University.

### **International Application Process**

- All international students should complete an application for admission and submit the nonrefundable \$25.00 application fee to the office of admission at Belhaven University.
- An English translation of all course work is required by Belhaven University. We recommend the following company and can provide an application for this service:  
World Education Services, Inc.  
P.O. Box 745  
Old Chelsea Station  
New York NY 10113-0745  
Phone: 212-966-6311 or 800-937-3895  
Fax: 212-966-6395  
E-mail: [info@wes.org](mailto:info@wes.org)
- A TOEFL score of 525 (71iBT) or a score of 6 on the IELTS is required. In registering for the TOEFL, note the Belhaven TOEFL code number is 1055.
- International students must pay in advance by credit card.

### **Non-degree Seeking, Special Student Application Process**

- Completed admission application
- \$25 application fee
- Letter of good standing or transcript from last college attended.

\*After attempting 6 semester hours, students must apply for admission as a degree seeking student or make a request to continue as a special student.

### **Veterans' Admission**

Belhaven University is approved for veterans who qualify for education under the privileges provided by federal laws. Veterans with a high school diploma or a satisfactory GED certificate, obtained by completing eight units of high school work and passing the General Education Development Test (GED), will be considered for admission.

### **Readmission**

A student who has previously withdrawn and desires reentry into the program will:

- Apply for readmission.
- Contact the admission office, who will obtain re-entry clearance.
- Contact the office of Student Financial Services – Student Accounts office, if applicable.

\*A student who has been out of the program for six months or longer must fill out an attest form and will reenter under all current program policies. A student who has been out for a year or longer must reapply.

### **Transfer Credits**

Transfer of credit is controlled by the receiving institution and accreditation does not guarantee transferability. Belhaven University usually allows full credit to transferring students for work completed at other regionally-accredited institutions; however, some courses which are not regarded as consistent with a liberal arts curriculum (to be determined by the provost) may not be credited toward a degree. Also, remedial courses are not transferable. A grade of D will be accepted for credit if the student has an overall average of C on all courses transferred from that school. Only grades of C or better can be accepted for transfer credit in English Composition I and English Composition II, and College Algebra or a higher level math. In the case of transcripts submitted from more than one institution, each transcript is evaluated as a separate unit in chronological order.

A student pursuing an associate of arts degree may transfer a maximum of 53 semester hours of credit. A minimum of 17 semester hours of credit must be earned in residency at Belhaven University for the A.A. degree.

Once a student has earned 64 hours of junior and/or senior college credit, he/she may not transfer in any more junior or community college hours. A minimum of 60 semester hours of credit must be earned at Belhaven University or another senior college. A maximum of 50% of the bachelor's core curriculum may be transferred into the bachelor's curriculum with remaining curriculum to be completed at Belhaven University.

### **Admission Requirement for Certificate in Accounting**

Prerequisites to the Accounting Certificate consist of 27 hours: MAT 101 or 110 (MAT 202), 201 (MAT 345), ACC 213-214 (BBA 320-321) with a grade of C or better within the last seven years or a proficiency exam, ECO 407, BUS 305 (BBA 350), BUS 363, BUS 414, and BUS 418. Students who have not already had BUS 418 must take ACC 418 instead.

Students who have earned a BBA from Belhaven University will already have taken all of the prerequisites and will be qualified to take the CPA exam after completion of the Accounting Certificate. Students who have earned a BBA or equivalent from another accredited college or university will need to consult with an advisor in the School of Business to determine if they lack any prerequisites. Students can transfer up to nine hours in accounting courses with permission of the chair of Accounting Studies.

## **APPLYING FOR GRADUATE ADMISSION**

### **Master of Business Administration/Master of Business Administration – Health Administration Concentration/Master of Business Administration – Human Resource Concentration/Master of Business Administration – Leadership Concentration Admission Requirements**

#### **Regular Admission**

- Submit completed application of admission with fee of \$25.
- An official transcript from the institution granting your baccalaureate degree and official transcripts of all graduate level work, if any. Those with 9 credit hours of master level courses in a comparable discipline, a 3.0 GPA or higher in each course, from a regionally accredited institution can be considered in lieu of undergraduate GPA.
- A professional resume which demonstrates a minimum of two years of significant full-time work experience. Full-time military service will be considered in lieu of other work experience.
- Successful completion (with a grade of C or better) of college algebra or a higher mathematics course.
- Proficiency in the English language as demonstrated by at least two years of successful academic work at the college or university level in the United States or by a minimum score of 550 paper-based or 79 internet-based on the Test of English as a Foreign Language (TOEFL).

Applicants who do not meet the regular admission requirements, but show the potential for success in the M.B.A. program, may be admitted. The student should submit an essay and 2 letters of recommendation for review by the program committee.

A quality point index is calculated at the end of each semester to determine a student's academic standing: warning, probation, suspension or dismissal.

### **Preliminary Admission**

Students who provide unofficial documentation (such as transcripts) but are missing official documentation may be admitted preliminarily. These students will be given thirty days from the beginning date of the first course to provide official documentation to Adult Studies or risk being removed from class. A student cannot be certified for financial aid until he/she is officially admitted to the University.

## **Master of Health Administration Admission Requirements**

### **Regular Admission**

- Submit completed application of admission with fee of \$25.
- A bachelor's degree from a regionally-accredited college or university and an official transcript from the institution granting your baccalaureate degree and official transcripts of all graduate level work, if any. A 2.8 cumulative GPA from undergraduate work is required for admission or 9 hours of graduate work with a B in each course. Up to 6 hours of accredited graduate work may be transferred if a B or better is earned in each course.
- Provide a professional resume showing two years of relevant work experience. Full time military enlistment will be considered in lieu of work experience.
- Proficiency in the English language, as demonstrated by at least two years of successful academic work at the college or university level in the United States or by a score of 550 or higher on the Test of English as a Foreign Language (TOEFL).

Applicants who do not meet the regular admission requirements, but show the potential for success in the M.H.A. program, may be admitted. The student should submit an essay and 2 letters of recommendation for review by the program committee.

A quality point index is calculated at the end of each semester to determine a student's academic standing: warning, probation, suspension or dismissal.

### **Preliminary Admission**

Students who provide unofficial documentation (such as transcripts) but are missing official documentation may be admitted preliminarily. These students will be given thirty days from the beginning date of the first course to provide official documentation to Adult Studies or risk being removed from class. A student cannot be certified for financial aid until he/she is officially admitted to the University.

## **Master of Public Administration Admission Requirements**

### **Regular Admission**

- Submit completed application of admission with fee of \$25.
- A bachelor's degree from a regionally-accredited college or university and an official transcript from the institution granting your baccalaureate degree and official transcripts of all graduate level work, if any.
- A cumulative GPA of 2.5 on all undergraduate work or a cumulative on the last 60 hours of undergraduate work. Those with 9 credit hours of master level courses in a comparable discipline, a 3.0 GPA or higher in each course, from a regionally accredited institution can be considered in lieu of undergraduate GPA.
- Proficiency in the English language, as demonstrated by at least two years of successful academic work at the college or university level in the United States or by a score of 550 or higher on the Test of English as a Foreign Language (TOEFL) administered by ETS.
- A professional resume which demonstrates significant work experience. Full-time military service will be considered in lieu of other work experience.

Applicants who do not meet the regular admission requirements, but show the potential for success in the M.P.A. program, may be admitted. The student should submit an essay and 2 letters of recommendation for review by the program committee.

A quality point index is calculated at the end of each semester to determine a student's academic standing: warning, probation, suspension or dismissal.

### **Preliminary Admission**

Students who provide unofficial documentation (such as transcripts) but are missing official documentation may be admitted preliminarily. These students will be given thirty days from the beginning date of the first course to provide official documentation to Adult Studies or risk being removed from class. A student cannot be certified for financial aid until he/she is officially admitted to the University.

## **Master of Science in Leadership/Master of Science in Leadership-Ministry Concentration/Master of Science in Leadership – Human Resources Admission Requirements**

### **Regular Admission**

- Submit completed application of admission with fee of \$25.
- A bachelor's degree from a regionally-accredited college or university and an official transcript from the institution granting your baccalaureate degree and official transcripts of all graduate level work, if any. A 2.5 cumulative GPA from undergraduate work is required for admission or 9 hours of graduate work with a B in each course. Up to 6 hours of accredited graduate work may be transferred if a B or better is earned in each course.
- Those with 9 credit hours of master level courses in a comparable discipline, a 3.0 GPA or higher in each course, from a regionally accredited institution can be considered in lieu of undergraduate GPA.
- Proficiency in the English language, as demonstrated by at least two years of successful academic work at the college or university level in the United States or by a score of 550 or higher on the Test of English as a Foreign Language (TOEFL).
- A professional resume which demonstrates a minimum of two years of significant full-time work experience. Full-time military service will be considered in lieu of other work experience.

Applicants who do not meet the regular admission requirements, but show the potential for success in the M.S.L. program, may be admitted. The student should submit an essay and 2 letters of recommendation for review by the program committee.

### **Preliminary Admission**

Students who provide unofficial documentation (such as transcripts) but are missing official documentation may be admitted preliminarily. . These students will be given thirty days from the beginning date of the first course to provide official documentation to Adult Studies or risk being removed from class. A student cannot be certified for financial aid until he/she is officially admitted to the University.

## **Master of Sports Administration Admission Requirements**

### **Regular Admission**

- Submit completed application of admission with fee of \$25.
- A bachelor's degree from a regionally-accredited college or university and an official transcript from the institution granting your baccalaureate degree and official transcripts of all graduate level work, if any. A 2.5 cumulative GPA from undergraduate work is required for admission or 9 hours of graduate work with a B in each course. Up to 6 hours of accredited graduate work may be transferred if a B or better is earned in each course.
- Those with 9 credit hours of master level courses in a comparable discipline, a 3.0 GPA or higher in each course, from a regionally accredited institution can be considered in lieu of undergraduate GPA.
- Proficiency in the English language, as demonstrated by at least two years of successful academic work at the college or university level in the United States or by a score of 550 or higher on the Test of English as a Foreign Language (TOEFL).
- A professional resume which demonstrates a minimum of two years of significant full-time work experience. Full-time military service will be considered in lieu of other work experience.

Applicants who do not meet the regular admission requirements, but show the potential for success in the M.S.A. program, may be admitted. The student should submit an essay and 2 letters of recommendation for review by the program committee.

### **Preliminary Admission**

Students who provide unofficial documentation (such as transcripts) but are missing official documentation may be admitted preliminarily. These students will be given thirty days from the beginning date of the first course to provide official documentation to Adult Studies or risk being removed from class. A student cannot be certified for financial aid until he/she is officially admitted to the University.

## **Graduate School of Education Admission Requirements**

- **Master of Education (M.ED.)**
- **Master of Education in Reading Literacy (M.ED.-R/L)**

### **Degree-seeking Application Process**

- Submit completed application of admission with fee of \$25.
- Individuals are eligible to submit application for acceptance into the Belhaven Graduate School of Education Masters of Education Degree Program (M.Ed. or M.Ed. R/L) if they **meet one of the following requirements**:
  - Have a teaching degree and certification from an accredited teacher preparation program (i.e. followed the traditional teacher education route to certification)  
OR
  - Hold alternate route standard teacher certification  
AND
  - Have a **minimum of one (1) full academic year of teaching experience in a public or private school.**

**IN ADDITION: All M.Ed. and M.Ed. /RL applicants meet the following requirements:**

- Applicants must have a cumulative grade point average (GPA) of 2.75 or a 2.75 GPA or higher on the last 60 credits earned toward a bachelor degree.
- If an applicant has 6 or more graduate credit hours from courses taken in a regionally accredited graduate program then the graduate cumulative GPA will supersede the applicant's undergraduate GPA.
- Applicants must have a minimum cumulative GPA of 3.0 on 6 or more graduate credit hours of coursework previously attended.
- Provide evidence of holding a valid standard teaching license.

**IN ADDITION: Master of Education in Reading Literacy (M.Ed. /RL) applicants *must be teaching in a public or private school***

**AND**

Provide a Letter of Confirmation from a supervising administrator of the individual's current school of employment indicating years of experience and potential as a Reading Literacy specialist.

- **Pass the *Mississippi Foundations of Reading Test*** prior to completing the first 12 hours of the M.Ed. /RL program. Candidates will not be allowed to register for any courses beyond the initial four (4) courses until proficiency on the Reading test is demonstrated.

### **Proficiency in English**

Proficiency in the English language as demonstrated by at least two years of successful academic work at the college or university level in the United States or by a minimum score of 550 paper-based or 79 internet-based on the Test of English as a Foreign Language (TOEFL). (A REQUIREMENT FOR ADMITTANCE TO ANY GRADUATE PROGRAMS)

### **Education Specialist Admission Requirements**

- Have an earned master's degree in education or related field, with a minimum 3.0 GPA.
- Submission of an essay describing the applicant's background, career goals, and reasons for applying to the program. The applicant should include a 3-5 page overview of their experiences in teaching, administrative duties, or other employment opportunities related to involvement in PK-12 education.
- Submission of three professional letters of recommendation.
- Submission of documentation of a minimum of three years' experience in a PK-12 education context.
- Submission of Millers Analogy Test scores or Graduate Record examination scores (less than five years old).
- Submission of two artifacts that clearly demonstrate their leadership potential within his/her most current position.
- Completed and signed copy of the Candidate Request Form for Intern Mentoring Supervisor.
- Copy of current Teaching Certificate.

### **Doctor of Education Admission Requirements**

- Have an earned master's degree in education or related field, with a minimum 3.0 GPA.



- Submission of an essay describing the applicant's background, career goals, and reasons for applying to the program. The applicant should include a 3-5 page overview of their experiences in teaching, administrative duties, or other employment opportunities related to involvement in PK-12 education.
- Submission of three professional letters of recommendation.
- Submission of documentation of a minimum of three years' experience in a PK-12 education context.
- Submission of Millers Analogy Test scores or Graduate Record examination scores (less than five years old).

Submission of two artifacts that clearly demonstrate their leadership potential within his/her most current position.

### **Certificate in Health Administration Admission Requirements**

#### **Degree-seeking Application Process**

- Submit completed application of admission with fee of \$25.
- A Master's degree from a regionally-accredited college or university and an official transcript from the degree granting institution.
- Cumulative grade point average (GPA) of 3.0 from the Master's degree granting institution.

### **Certificate in Human Resources Admission Requirements**

#### **Degree-seeking Application Process**

- Submit completed application of admission with fee of \$25.
- A Master's degree from a regionally-accredited college or university and an official transcript from the degree granting institution.
- Cumulative grade point average (GPA) of 3.0 from the Master's degree granting institution.

### **Certificate in Leadership Admission Requirements**

#### **Degree-seeking Application Process**

- Submit completed application of admission with fee of \$25.
- A Master's degree from a regionally-accredited college or university and an official transcript from the degree granting institution.
- Cumulative grade point average (GPA) of 3.0 from the Master's degree granting institution.

### **Certificate in Sports Administration Admission Requirements**

#### **Degree-seeking Application Process**

- Submit completed application of admission with fee of \$25.
- A Master's degree from a regionally-accredited college or university and an official transcript from the degree granting institution.
- Cumulative grade point average (GPA) of 3.0 from the Master's degree granting institution.

## **STUDENT FINANCIAL SERVICES REGULATIONS**

### **Student Financial Services – Student Accounts**

All charges for the entire session are to be paid prior to the first class meeting of the session unless satisfactory payment arrangements have been made. Students whose accounts are past due are subject to a late fee of \$ 100.00, "holds" on registration, semester grades, transcripts and graduation and may not be able to participate in the plan for future semesters.

#### **Institutional Refund/Withdrawal Policy**

Students who officially withdraw from a session or from the University are entitled to tuition credits/refunds on the session tuition and fee charges according to the following policies:

- All application fees are nonrefundable.

- If a student wishes to cancel his/her enrollment agreement prior to beginning classes, the refund policy provides for cancellation of all obligations, except for books, supplies, or materials which are not returnable because of use, within 3 business days upon notification.
- All refunds/credits for charges to the student's account will be granted on the basis of the date on which notification of the intent to withdraw is received by student services and the student's last date of attendance and will be made within 30 days of the established withdrawal date.
- Courses Not Attended – For courses offered in modules, a refund/tuition credit of 100% will be given for all courses where no attendance has occurred.
- Course Withdrawal – When student services receives notification of a student's intent to withdraw from a course prior to attending the first class meeting, a refund/tuition credit of 100% will be given for the course.
- Once courses have begun, a refund percentage shall be processed based on when the course is dropped:
  - During the first week: 100%
  - During the second week: 75%
  - During the third week: 50%
  - After the fourth week: 0%
- Program Withdrawal – When student services receives notification of a student's intent to withdraw from the University or in cases of an administrative withdrawal, students will receive a 100% refund/credit for all courses for which the student has not attended.
- In cases where a student's withdrawal is the result of extenuating circumstances such as student injury, prolonged illness or death or a natural disaster, Student Services should be contacted to obtain a qualified determination of whether the circumstance warrants an exception to the prescribed refund policy.

**Students receiving federally funded Title IV financial assistance:** If a student withdraws from a course it could result in a portion or all of financial aid funds being returned to the lender. Additionally, if a student withdraws from the University on or before the 60% point in time of the period of enrollment, calculated using calendar days, a portion of the total of Title IV funds awarded a student (Pell Grant, Supplemental Educational Opportunity Grant, Federal Perkins Loan, Federal Direct Loan, or Federal PLUS Loan) must be returned, according to the provisions of the Higher Education Amendments of 1998. The calculation for the return of funds may result in the student owing a balance to the University and/or the federal government.

The refund to the Title IV programs must be returned in the following order:

- (1) Federal unsubsidized Direct Loan
- (2) Federal subsidized Direct Loan
- (3) Federal Perkins Loan
- (4) Federal Plus Loan
- (5) Federal Pell Grant
- (6) Federal SEOG
- (7) TEACH Grant
- (8) Iraq and Afghanistan Service Grant

The federal Title IV written refund policy and method of calculation is available in the financial aid office.

### **Other Financial Policies**

Any account balance due for any preceding session/term must be paid before a student will be enrolled for the succeeding term unless satisfactory payment arrangements have been made. The Registrar is not permitted to release transcripts until all indebtedness to the University is paid. A student who has not made satisfactory arrangements with the student accounts office in Student Financial Services regarding his account may be administratively withdrawn from Belhaven University. Additionally, a student will not be allowed to graduate until he/she has settled with the student accounts office in Student Financial Services all his/her indebtedness to the University.

Students who withdraw voluntarily or administratively and have an unpaid balance, for which satisfactory payment arrangements have not been made, will have their account sent to an outside collection agency for collections. Should this action be taken by the University, the student will be responsible for the balance and any additional collection charges and fees related to the collection of the debt. The outstanding balance will also be reported to the credit bureau. All transcripts and diplomas will be held until the balance is paid in full.

Students who are admitted to the University accept as contractual all the terms and regulations set forth in this catalogue and are liable for the payment of all charges and fees incurred during their stay at the University.

## Expenses

Since economic conditions do fluctuate, Belhaven reserves the right to change its fee charges at the beginning of any program if such a change is necessary in the judgment of the board of trustees. The support of Presbyterian churches, the earnings from endowment investments, and the gifts of alumni and other friends provide funds which enable the University to charge fees that are considerably less than the actual cost of instruction and other services provided.

**Online Tuition** - [http://online.belhaven.edu/college\\_tuition.htm](http://online.belhaven.edu/college_tuition.htm)

### Special Fees (in addition to tuition)

|  |                 |
|--|-----------------|
| Application fee.....                         | \$25            |
| Academic Plan.....                           | \$10            |
| Degree/Certificate Completion audit fee..... | \$100           |
| Incomplete charge/change grade fee.....      | \$25            |
| Letter of good standing.....                 | \$7             |
| Portfolio assessment fee.....                | \$150           |
| Portfolio credit fee.....                    | \$75/hour       |
| Program change fee.....                      | \$200           |
| Resource fee**.....                          | \$75/per course |
| Return check fee.....                        | \$35            |
| Transcript fee.....                          | \$10            |

(for the first two copies, additional copies are \$2 each, per request)

\*\*A resource fee per course is required for the following materials/benefits/services:

- Library usage-Online periodicals, tutorials, extensive web page, inter library loans, and an 800 number for 8 + hours of availability for questions to be answered by Belhaven University librarians.
- Student-Intranet availability from any location where there is internet access.
- Registrar access-provides view and print capability to course schedule, grades, and transcripts from Registrar's Office through IQ web.
- Turnitin.com subscription.
- Online course delivery software access for online classes.

*NOTE: Belhaven University reserves the right to change the fees, rules, and calendar regulating admission and registration, instruction in, and graduation from the University, and to change any other regulations affecting the student body. Changes go into effect whenever the proper authorities so determine and apply not only to prospective students but also to those who at that time are enrolled in the University.*

## Student Financial Services - Financial Aid

Belhaven University believes that no qualified student should be denied an education because of financial need. Therefore, through a program of scholarships, grants, loans, and payment plans, Belhaven University provides a comprehensive plan to assist students who establish a definite financial need and who qualify for financial aid.

Students should complete the following application procedures:

- Apply formally for admission through the office of admission, if not currently enrolled.
- Apply for Federal Student Financial Aid EACH YEAR by filing the Free Application for Federal Student Aid (FAFSA) on the Internet at [www.fafsa.gov](http://www.fafsa.gov).

**IMPORTANT:** Be sure to list Belhaven University as one of the colleges to receive the results of your evaluation. Our code number is **002397**.

In the event of a necessary interruption of scheduled attendance, the student should request a course withdrawal in writing from the appropriate program Student Services office. Failure to return on schedule, a second unscheduled interruption, or an absence not requested in writing may result in the adjustment or cancellation of student financial aid.. This may result in beginning the grace/repayment period of a Federal Direct Loan effective the last date of attendance.

In the event a student drops from a course before the course begins may result in the adjustment or cancellation of student financial aid.

If a withdrawal occurs after the course begins, the student may find that financial aid may not cover all course work toward the end of his/her program. Each case is considered individually based on Federal regulations for Title IV funds. Students must be personally responsible for the financial ramifications of any withdrawal from the adult studies program.

It is the student's responsibility to contact the financial aid office to reactivate his/her financial aid upon reentry into the program.

### **Satisfactory Academic Progress**

The Higher Education Act of 1965 (HEA), as amended, mandates institutions of higher education to establish minimum standards of Satisfactory Academic Progress (SAP). In order to comply with these requirements [Department of Education Federal Regulations 668.16(e), 668.32(f), and 668.34], Belhaven University has established the following definition or standard of Satisfactory Academic Progress for undergraduate students. A student not making SAP, as deemed by the following conditions, will lose his or her financial aid eligibility [668.329(a)(7)].

*Financial aid* will be defined as Title IV HEA federal grants, loans, and work-study, and state grants.

*Institutional aid* will be defined as scholarships offered by Belhaven University.

Financial aid and institutional aid policies are not directly related to policies for academic admission. The Registrar's Office sets and monitors academic admission policies such as academic suspension and academic dismissal. Reinstatement to Belhaven University after an academic suspension or dismissal does not ensure that financial aid will also be reinstated.

A student's SAP will be evaluated at the end of each semester [668.34(a) (3)]. To maintain SAP, a student must meet the following standards.

1. A student must maintain a cumulative GPA of 2.0 or better.
  - A. Transfer students – Belhaven University does not transfer grades from previous schools (credits toward a degree are accepted, but grades are not accepted). Cumulative GPA will be calculated based only on the student's work at Belhaven.
  - B. Some financial aid programs require a higher GPA than what is required to maintain SAP. A student could meet the requirements for SAP, but still lose eligibility for one or more financial aid programs. Some examples are Mississippi Tuition Assistance Grant (MTAG), Mississippi Emanate Scholars Grant (MESG), and TEACH Grant. This is not an exhaustive list. A student should be aware of the requirements necessary to maintain eligibility for all of his or her financial aid programs.
  - C. A student receiving an institutional academic scholarship (Belhaven University Scholarship, Transfer Academic Scholarship, or a PTK Scholarship) from Belhaven University must maintain a cumulative GPA of 2.0 or better to keep his or her institutional scholarship.
2. A student must successfully complete at least 67% of his or her cumulative course work attempted [668.34(a)(5)]. This is calculated by the number of hours earned divided by the number of hours attempted.
  - A. All courses attempted at Belhaven University and those taken elsewhere, which are recognized by the Registrar's Office as part of the student's current program of study, with the exception of remedial courses, are counted as hours attempted. Remedial courses are not considered part of the student's attempted hours.
  - B. Classes from which a student withdraws (W) is counted as hours attempted. Classes with a grade of W are not considered part of a student's GPA calculation.
  - C. Credit hours earned by testing or other non-standard means are counted in the SAP calculations as both hours attempted and hours earned. This includes hours earned from exams, AP courses, CLEP, PEP, DAN TES, and military credits.

- D. Repeated classes are considered part of the hours attempted. A student can receive financial aid for repeating a class as long as he or she earned an “F” in the class. A student can receive financial aid once for repeating a class that he or she has passed.
- E. A course with a grade of incomplete will be counted as hours attempted [668.34(a)(6)], but not earned. A student may request his or her SAP be reevaluated once a final grade has been posted.
3. A student who exceeds 150% of the required hours for his or her program is not making SAP. *Once a student, pursuing a 124 hour degree, attempts 186 hours (150% X 124 hours) he or she will no longer be making SAP.* Hours used in determining whether a student has reached 150% are defined as hours attempted in #2.
- \* Students deemed not making SAP and taking classes during the summer can have their SAP reevaluated with their summer work included. It is the student’s responsibility to request a reevaluation.

**A student’s SAP status will fall into one of four categories.**

*Good Standing* – eligible to receive financial aid

A status assigned to a student that is meeting all the SAP requirements.

*Financial Aid Warning* – eligible to receive financial aid

A status assigned to a student who fails to meet standard #1 and/or #2 at the end the semester. A financial aid warning letter will be emailed to the student reminding him or her that failing to meet all the SAP standards will result in Financial Aid Suspension. A student does not lose financial aid as a result of being on financial aid warning. A student can lose financial aid because he or she was not making SAP without receiving a financial aid warning [668.32(a)(8)(i)].

*Financial Aid Suspension* – not eligible to receive financial aid

A status assigned to a student who following a semester on Financial Aid Warning fails to make SAP. The student’s appeal was not granted. A student will remain on Financial Aid Suspension until he or she meets all of the SAP standards or has a successful appeal.

*Financial Aid Probation* - eligible to receive financial aid

The status assigned to the student who successfully appeals and is eligible for financial aid on a probationary status until the student can meet all of the SAP standards. The student’s progress is evaluated at the end of the next payment period to determine if he/she is meeting the requirements of their academic plan. If the requirements are being met, the student is eligible to receive federal student aid as long as the student continues to meet the requirements and is reviewed according to the academic plan. See “Instructions for Preparing a Satisfactory Academic Progress (SAP) Appeal” for more guidance concerning an appeal.

**Appeal Process** – See “Instructions for Preparing a Satisfactory Academic Progress (SAP) Appeal” for more details.

*Appeal* – A process by which a student who is not meeting the institution’s satisfactory academic progress (SAP) standards petitions the institution for reconsideration of his or her eligibility for student financial aid.

A student placed on Financial Aid Suspension has the option to appeal. The student must submit an official appeal to the Student Financial Services - Financial Aid Office at Belhaven University explaining, in detail, any extenuating circumstances (death of a relative, an injury or illness, or other special circumstances) that led to the student’s Financial Aid Suspension [668.32(a)(9)(ii)]. Any documentation supporting the student’s case is welcomed [668.32(a)(9)(iii)]. The appeal should also consist of a comprehensive academic plan detailing how and when the student plans to able to meet all of the SAP standards. The appeal and any documentation will be presented to the Financial Aid SAP Appeal Committee. If the appeal is approved, the student will have his/her financial aid based on conditions outlined in the academic plan. The student must meet any specific requirements as determined by the committee. [668.32(a)(8)(ii)] [668.32(a)(9)].

Following an appeal, the student will be sent a letter and an email with the ruling of the Financial Aid SAP Appeal Committee. If the appeal is granted, the letter will explain any specific requirements the committee will require the student to fulfill. Failure to comply will result in the immediate suspension of financial aid. Financial aid disbursed based on the committee’s decision may have to be returned. [668.32(a)(11)].

A successful appeal to the Registrar's Office concerning an academic suspension or dismissal does not imply a successful Financial Aid appeal. A student will have to submit a separate appeal to the Financial Aid Office to have his or her SAP status reconsidered.

### **Reestablishing Financial Aid**

For a student to reestablish his or her financial aid, the student must bring his or her cumulative GPA to a 2.0 or better (see #1) and successfully complete at least 67% of his or her cumulative course work attempted (see #2) [668.32(a)(9)(i)] [668.32(a)(10)]. Students who have exceeded the maximum timeframe will not have their financial aid reestablished without a successful appeal.

### **Veterans' Benefits**

Certain armed service veterans and dependents who qualify under federal laws administered by the Veterans Administration are eligible to receive educational benefits. Belhaven University participates in the VA Yellow Ribbon Program. Information about these programs may be obtained by accessing the state Veterans Administration web site at [www.gibill.va.gov](http://www.gibill.va.gov) or call 1-888-442-4551.

### **Vocational Rehabilitation Benefits**

Individuals with physical disabilities classified as vocational handicaps may receive financial aid from state departments of vocational rehabilitation. Detailed information is available through the departments of vocational rehabilitation in the student's home state.

## **STUDENT LIFE**

Belhaven University believes that well-rounded personal, social, spiritual, and academic development can best be accomplished within a Christian Community. Therefore, in order to meet individual needs while working for the needs of the community, it is necessary to establish guidelines for conduct. Belhaven's student handbook, *The Kilt and the Adult Studies Handbook*, describes in detail the guidelines governing student life and college community expectations. The system of standards set forth in the student handbook is intended to maintain a balance between individual freedom and the good of the community. Believing that every aspect of life should be lived to the glory of God, Belhaven University seeks to consistently apply these standards with a concern for the total development of the individual.

Belhaven reserves the right to withdraw and /or dismiss any student who, in its judgment, displays conduct in violation of standards of the University.

Adult Studies Handbook [http://www.belhaven.edu/pdfs/student\\_services/adult\\_studies\\_handbook.pdf](http://www.belhaven.edu/pdfs/student_services/adult_studies_handbook.pdf)  
The Kilt [http://www.belhaven.edu/pdfs/campus\\_life/TheKilt.pdf](http://www.belhaven.edu/pdfs/campus_life/TheKilt.pdf)

### **Grievance Policy for Written Student Complaints**

The student grievance or complaint policy insures that students have adequate lines of communication wherein to file written complaints. Students are encouraged to inform the proper university official, as described in this Catalogue and the student handbook, any time they feel one of their student rights or privileges has been denied. All complaints must be filed to the campus student services and campus Dean within 30 days of the course completion. The grievance will be investigated and a written determination regarding the complaint and a description of the resolution will be issued within thirty (30) days. Georgia students may appeal of the final institutional decision to the Georgia Nonpublic Postsecondary Education Commission (GNPEC), 2082 East Exchange Place, Suite 220, Tucker, GA 30084-5305, <https://gnpec.georgia.gov/student-complaints>, or by calling 770-414-3300.

### **Academic Appeals**

Grading is viewed by Belhaven University as a contractual relationship between faculty member and student; and although students have the right to protest, actual changes in grades are both rare and at the discretion of the faculty member. The Academic Dean will intervene only in extreme circumstances or when the course materials or curricular items are concerned. Currently enrolled students wishing to file grievances on academic issues should submit written appeals to the academic appeals committee. Academic appeals of grades must be made before the end of the next semester following the issuance of the grade.

Should a student believe there is concrete reason to protest a grade for a course, the procedures are as follows:

- The student should contact the faculty member for discussion within seven days of receiving the grade.



- If the student continues to feel justified in making a grade appeal, a petition to change a grade form can be accessed from Student Services.
- The form and necessary supporting documentation (i.e. documented correspondence and copies of graded works in question) should be submitted to Student Services.
- The Academic Dean will meet with the Academic Appeals Committee and reach a decision (committee shall consist of the Dean of Faculty and the discipline representative [i.e. Dean of Business, Dean of Education, etc.] )
- When the Committee or university official takes action, the student will be notified in writing of the decision and a copy of all correspondence will be forwarded to Student Services and the Registrar's Office for placement in the student's file.
- Decisions made by the Academic Appeals Committee are final and may not be appealed.

### **Academic Grievances**

Grading is viewed by Belhaven University as a contractual relationship between faculty member and student; and although students have the right to protest, actual changes in grades are both rare and at the discretion of the faculty member. The Dean will intervene only in extreme circumstances or when the course materials or curricular items are concerned.

Should a student believe there is concrete reason to protest a grade for a course, the procedures are as follows:

1. The student shall contact the faculty member for discussion within seven calendar days of receiving the grade.
2. If the student continues to feel justified in making a grade appeal, a petition to change a grade form can be accessed from Student Services within 30 calendar days of the completion of the course. The form and necessary supporting documentation (i.e. documented correspondence and copies of graded works in question) should be submitted through Student Services to the Academic Appeals Committee
3. The Academic Appeals Committee shall review the student's appeal and reach a decision. When the Committee or university official takes action, the student will be notified in writing of the decision and a copy of all correspondence will be forwarded to Student Services and the Registrar's Office for placement in the student's file. Decisions made by the Academic Appeals Committee are final and may not be appealed.

Academic grievances concerning a faculty member or an online campus course should be directed in writing to the online Dean. Decisions made by the online Dean shall be final.

### **Academic Disability Accommodation**

Belhaven University offers students disability accommodation in accordance with the guidelines of the Americans with Disabilities Act. The student must make his or her disability known to the Office of Student Services and must provide current documentation, within 3 years, of the disability from an appropriate licensed professional and complete the Belhaven ADA Request Form for accommodation. The student must provide such a request to the Office of Student Services at least two weeks prior to the beginning of each semester for which the accommodation is requested. Approved accommodations will be made within a reasonable time period after completion of the official request.

### **Grievance Procedure for Disabled Students**

Belhaven University has adopted an internal grievance procedure providing for the prompt and equitable resolution of student complaints alleging any action prohibited by regulations implementing the American with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and other pertinent federal, state, and local disability anti-discrimination laws.

For grievances related to academic accommodations, Student Services personnel will serve as the Complaint Coordinator.

1. Applicants or students shall file complaints, in writing, with the Coordinator. A complaint shall contain the name and address of the person filing it and a brief description of the alleged violation. If the complainant needs an accommodation in order to file the complaint, he/she should inform the person taking the complaint.
2. Such complaints must be filed within 45 calendar days after the complainant becomes aware of the alleged violation.
3. An investigation, as may be appropriate, shall follow the filing of a complaint. The Coordinator will conduct the investigation.
4. The Coordinator shall issue a written determination regarding the complaint and a description of the resolution and shall forward a copy to the complainant within a reasonable time.
5. The complainant may request a reconsideration of the case in instances where he/she is dissatisfied with the resolution. Persons with complaints should make requests for reconsideration to the Provost within 30 calendar days of the date of the written determination issued by the Coordinator.
6. The Provost shall issue a decision regarding the appeal within a reasonable time, and this decision shall be final.

For grievances related to non-academic accommodations, the policy in the student handbook should be followed.

**Warren A. Hood Library**

The Warren A. Hood Library houses more than 96,000 items. In addition to book and periodical collections, the library provides access to a vast array of electronic indexes and databases, media collections, archival materials, and reference materials for all fields of study at Belhaven.

The Online Library is accessed through the Library web page ([www.belhaven.edu/Library](http://www.belhaven.edu/Library)) and also taps into a large collection of online full text and citation databases including 24 databases within EBSCOhost, Business Education in Video, Christian Periodical Index, CQ Researcher, ERIC, Grove's Dictionary of Art, JSTOR, LexisNexis Academic, Mergent Online, Oxford Music Online, CREDO Reference eBooks, Classical Music Library, ProQuest Newsstand including the New York Times and the Wall Street Journal database. Additionally, library patrons have access to more than 47,000 e-books.. These e-books are accessible 24/7 through Blazenet from from any computer with an internet connection. The library is an invaluable resource for Belhaven users at all campuses to access essential resources via the internet.

The library is open approximately 103.5 hours per week during the Fall and Spring sessions. Hours are slightly reduced during holidays, breaks and during the summer session. The library hours are intended to sufficiently provide Belhaven faculty, staff, students, and administration access to collections, services and professional assistance.

The library staff is well trained to assist all faculty and students with a wide range of research activities. It is the librarians' intent that each student at Belhaven develops transferable skills to ensure life-long learning through instruction and skilled use of the materials (both physical and online) available through the Warren A. Hood Library as well as any library or research facility throughout the world.

Professional librarians are available for subject specific reference consultations. Advance appointments may be scheduled by contacting the library at 601-968-5948, 1-800-808-5002 or at [askalibrarian@belhaven.edu](mailto:askalibrarian@belhaven.edu).

**Belhaven Bookstore**

The Belhaven Bookstore, located in the McCravey-Triplett Student Center. They can be reached at 601-968-5910 or by email at [bookstore@belhaven.edu](mailto:bookstore@belhaven.edu). You can view the Belhaven Online Bookstore by visiting <http://www.belhaven.edu/bookstore/>

It is the students responsibility to make arrangements for textbooks prior to the start of class.

**ACADEMIC PROGRAMS****REQUIREMENTS FOR DEGREES**

The Online Campus of Belhaven University offers courses leading to an associate's degree or a bachelor of science in management degree. In addition to earning a prescribed minimum number of semester hours credit and to maintaining an overall C average (2.00 GPA), a candidate for a degree from Belhaven University must complete basic course requirements, make application online, and fulfill all financial obligations to the University.

Applications for degree completion audits must be through the online application found on <http://bcblazenet.belhaven.edu> by the deadlines listed in the calendar at least eight months prior to the anticipated degree completion. Failure to do so on schedule will result in a late fee assessment as listed in the Special Fees section; a delay in the graduation date is also possible.

**Degrees Offered**

**Certificate in Accounting (Undergraduate)**

**Associate of Arts**

**Associate of Arts in Biblical Studies**

**Associate of Arts in Business**

**Bachelor of Arts in Applied Psychology**

**Bachelor of Arts in Biblical Studies**

**Bachelor of Arts in Interdisciplinary Studies**

**Bachelor of Business Administration**

**Bachelor of Health Administration**

**Bachelor of Science in Accounting**

**Bachelor of Science in Management**

**Bachelor of Science in Management with Criminal Justice Concentration**  
**Master in Business Administration**  
**Master of Business Administration – with Health Administration Concentration**  
**Master of Business Administration – with Human Resources Concentration**  
**Master of Business Administration – with Leadership Concentration**  
**Master of Business Administration – with Sports Administration Concentration**  
**Master of Health Administration**  
**Master of Public Administration**  
**Master of Science in Leadership**  
**Master of Science in Leadership - with Human Resources Concentration**  
**Master of Science in Leadership - with Ministry Concentration**  
**Master of Sports Administration**  
**Master of Education – Teacher as Leader/Elementary or Secondary Emphasis**  
**Master of Education – Educational Technology Emphasis**  
**Master of Education – National Board Emphasis**  
**Master of Education in Reading Literacy**  
**Certificate in Health Administration**  
**Certificate in Human Resources**  
**Certificate in Leadership**  
**Certificate in Sports Administration**

### Academic Advising

The office of Student Services for the Online Campus will acquaint students with options in developing a plan for degree completion at the time of orientation.

After a student enrolls in the online campus program, courses taken at other institutions of higher learning must be approved by the Registrar. Students can access the “Request to Take a Course at Another Institution” form on <http://bcblazenet.belhaven.edu>. Concurrent enrollment in two institutions must be approved by the Registrar’s office.

### Residence Requirement

Belhaven University requires of all candidates for an undergraduate degree a minimum residence as follows. The last 17 semester hours of work must be earned in residence for the Associates degree. The last 31 semester hours of work must be earned in residence for a Bachelor’s degree with the exception that students who have completed at least 90 hours at Belhaven University may request permission from the registrar to complete the final 12 hours required of their degree at another accredited senior college or university. Students who have completed at least 60 hours at Belhaven University may complete nine hours off campus; those with at least 31 hours at Belhaven University may complete six hours.

### Second Degree Requirements

A student who wishes to obtain a second degree from Belhaven University must complete a minimum of 31 semester hours in addition to the 124 hours earned for the primary degree and must meet all the general education requirements for the second degree and the specific requirements for the second degree program. There must be at least 18 hours of unique requirements for each degree. Some departments may require more than 18 unique hours.

### Progress Toward Degree

Students who have not completed a degree within six years of attendance at Belhaven University will continue their seventh year of study under a new catalogue.

### General Education Goals

#### Requirements for Degree

|  |           |
|--|-----------|
| Goal I: A mastery of one’s own language in written form -  | 6 hours   |
| Goal II: A familiarity with the great literature of the world with a Christian perspective -                       | 6 hours   |
| Goal III: An understanding of science -  | 4 hours   |
| Goal IV: A knowledge of mathematical skills -  | 3-6 hours |
| Goal V: An understanding and historical perspective of the contemporary world -                                    | 6 hours   |
| Goal VI: A knowledge of Christian Scripture and an ability to integrate that knowledge with issues of daily life - | 9 hours   |
| Goal VII: An ability to apply the biblical vision of the Kingdom of God -  | 3 hours   |

### Course Enrollment Regulations

Students who have transferred to Belhaven University will be required to complete nine hours of Bible courses, BIB 214 (Old Testament History), 215 (New Testament History), and WVC 301 (Christian Interpretation of Life) at Belhaven University.

## ADMINISTRATION OF THE CURRICULUM

### Online Campus Semester System

Required courses are taken in 8 week increments with a minimum of two classes being offered in each 8 week term. Online class meetings are required. Students receive course credit toward graduation on the basis of semester hours. Semester hour credit for each course is shown in the Required Courses section.

### Courses

- Belhaven University reserves the right to cancel any course for which there is an enrollment of fewer than 12 students.
- Courses for which no prerequisites are specified have no prerequisites.
- Credit hours are indicated in parentheses following course titles.

### Departmental Abbreviations

|   |     |                                       |     |
|---|-----|---------------------------------------|-----|
| Accounting                              | ACC | Health Administration (Undergraduate) | BHA |
| Biblical Studies and Ministries         | BIB | Health Administration (Graduate)      | MHA |
| Biology                                 | BIO | History                               | HIS |
| Business                                | BUS | Interdisciplinary Studies             | IDS |
| Business Administration (Undergraduate) | BBA | Mathematics                           | MAT |
| Business Administration (Graduate)      | MBA | Ministry                              | MIN |
| Business Leadership                     | MSL | Public Administration                 | MPA |
| Chemistry                               | CHE | Psychology                            | PSY |
| Criminal Justice                        | CJU | Reading                               | REA |
| Economics                               | ECO | Sports Administration                 | MSA |
| Education                               | EDU | Worldview Curriculum                  | WVC |
| English                                 | ENG |                                       |     |

### Grades and Quality Points

At the conclusion of an Online course, final grade reports will be available on BlazeNet. The Office of the Registrar will not show students their grades. **Grades will not be discussed or given out by phone or e-mail.** Course grade reports will indicate course completed, credit received, and grades assigned.

The meaning of the course grade is as follows: A, Superior; B, Good; C, Average; D, Passing; F, Failing; I, Incomplete; AU, Audit; NA, No Audit; W, Withdrew Before Grades; WC, Withdrew Course; AW, Administratively Withdrawn; S, Satisfactory; U, Unsatisfactory; ES, Examination Satisfactory; CR, Credit; NC, No Credit; RF, repeated failure/no forgiveness.

The meaning of the course grade is as follows: A, Superior; B, Good; C, Average; D, Passing; F, Failing; I, Incomplete; AU, Audit; NA, No Audit; W, Withdrew Before Grades; WC, Withdrew Course; AW, Administratively Withdrawn; S, Satisfactory; U, Unsatisfactory; ES, Examination Satisfactory; CR, Credit; NC, No Credit.

The grades S (Satisfactory) and U (Unsatisfactory) are used for courses completed on the Pass-Fail option. The grade ES (Examination Satisfactory) is used for credit given by examination in foreign languages and mathematics. The grade CR (Credit) is given for nonacademic courses to indicate that credit has been earned. The grade NC (No Credit) is given for nonacademic courses to indicate that no credit has been earned.

A plus/minus system of grading was implemented in the fall semester of 1985. The plus/minus changed the quality points associated with the letter grades; therefore, the letter grade A now carries 4.00 quality points; A- 3.66; B+ 3.34; B 3.00; B- 2.66; C+ 2.34; C 2.00; C- 1.66; D+ 1.34; D 1.00; D- 0.66; F 0.00. A grade point average is calculated at the end of each semester by dividing the number of quality points earned by the number of semester hours attempted, grades of F being counted as hours attempted. Only the grades listed immediately above carry quality points. Cumulative totals are also computed following each completed grade period.

Transfer work does not affect the Belhaven cumulative grade point average (GPA). The Belhaven cumulative GPA is based entirely upon work done at Belhaven University.

## Academic Standing

### Undergraduate

Academic standing describes a student's performance in their academic program. Belhaven assesses academic standing using a quality point index. A quality point index is calculated at the end of each semester and a student will be assigned an academic standing in accordance with the chart below which indicates quality point deficiencies allowed.

| Academic Standing Status | Quality Point Index Deficiency                     |
|--------------------------|--|
| Good Standing – Clear    | No deficiency (positive Quality Point Index Score) |
| Good Standing – Notice   | (-1) – (-10)                                       |
| Probation                | (-10.01) – (-23)                                   |
| Suspension               | (-23.01) – (-35.99)                                |
| Dismissal                | (-36+)   |

The formula for calculation of quality point index is (GPA and Quality Point Index are calculated on Belhaven GPA credits only.):

Belhaven earned quality points - (Belhaven GPA hours times two) = quality point index.

### Graduate

1. All graduate students are required to maintain a grade point average of 3.00 with no quality point index deficiency, regardless of their classification. The formula for calculation of quality point index is: Belhaven earned quality points - (Belhaven attempted GPA hours times three) = quality point index.
2. At the end of each semester a student whose quality point index shows a deficiency of one to three quality points will be given an academic warning.
3. A student whose quality point index shows a deficiency of 3.01 to 9 quality points will be placed on academic probation.
4. A student whose quality point index shows a deficiency of 9.01 to 15 quality points will be academically suspended for one semester. This student will be eligible to reenroll after remaining out of school for one semester. 9. A student whose quality point index shows a deficiency of 15.01 or more quality points will be academically dismissed. This student will not be eligible for readmission to Belhaven University.

### **Extracurricular Activities, Good Academic Standing, and Satisfactory Academic Progress**

In general, a student who is eligible to enroll for classes is considered to be in good standing for extracurricular activities. Additional and more stringent requirements may be established by supervisors of those activities, groups, organizations, or societies.

For participation in intercollegiate athletics, a student must demonstrate good academic standing and satisfactory progress toward a degree. In order to demonstrate good academic standing, a freshman (0-23 hours) or sophomore (24-53 hours) must earn and maintain Good Standing – Clear or Good Standing – Notice. A junior (54-89 hours) or senior (90+ hours) must earn and maintain Good Standing – Clear. In order to demonstrate satisfactory academic progress, a student-athlete must be enrolled full-time (a minimum of 12 semester hours) unless fewer hours are required for graduation and meet academic standing requirements.

Freshmen students may participate in intercollegiate athletics during their first semester upon admission to Belhaven University and full-time (a minimum of 12 semester hours) enrollment. Transfer students meeting NCAA exceptions may participate during their first semester upon admission to Belhaven University and full-time (a minimum of 12 semester hours) enrollment. After their first semester at Belhaven, freshmen and transfer students (who met NCAA exceptions) are considered returning students and will be required to meet the academic standing requirement and the satisfactory academic progress requirement for intercollegiate athletics. If a transfer student doesn't meet NCAA exceptions for participation, he/she must meet NCAA guidelines for residency requirements.

Financial aid requirements for satisfactory progress and other regulations are explained separately in this catalog and elsewhere.

### **Incomplete**

The grade "I" is given at the discretion of the instructor and only in case of a prolonged illness or other emergency and indicates that all requirements in a course have not been met. In order for students to receive the grade "I", they must have

made satisfactory progress in the course up to the point of illness or emergency. The grade “I” cannot be given prior to the last day to drop a course without an F. Students receiving the grade “I” should make the following arrangements with their Instructor and Online Student Services office before the end of the semester:

The student (or one representing the student) must obtain the incomplete request form from Online Student Services. In filling out this form, students and their professors agree upon the dates of completion for all work. Should a student fail to complete the required work within 30 days following the date of the last class meeting for which the grade of “I” was given, the grade “I” will automatically be changed to a grade of F by the Office of the Registrar.

### **Independent Study**

Independent study courses will be available only for degree-seeking seniors facing imminent graduation who are unable to get a needed course at the regularly scheduled time.

Students must complete a Special Request Form and obtain permission from the Academic Dean in order to register for the course. The professor is not authorized to grant final approval for an independent study course. The request should be made as soon as possible, but must be submitted to the Academic Dean no later than one week prior to the start date for the course.

No course intended to be used for the forgiveness policy can be taken as independent study; furthermore, all forgiveness policy courses must be taken at Belhaven University.

### **Repeated Course Policy**

#### **100 or 200 Level Undergraduate Courses – limit 3 attempts**

Students who have taken a course three times and failed the course each time cannot be registered for the course again unless approved through the academic appeals process. The student may be approved to take the course a fourth time but must pass the course on the fourth attempt; no additional registration for the course will be allowed after a failing grade is earned in the course for the fourth attempt.

#### **300 or 400 Level Undergraduate Course or Any Graduate Course – limit 2 attempts**

Students who have taken a course twice and failed the course (“failed” at the graduate level is a grade of D+ or below) both times cannot be registered for the course again unless approved through the academic appeal process. The student may be approved to take the course a third time but must pass the course; no additional registration for the course will be allowed after a failing grade is earned in the course for the third attempt.

### **Academic Appeals Process**

Students must file an appeal to repeat a course if the course has been taken the maximum number of times and failed. The appeal must include information about why the student was not successful in the first attempts. This must include information and documentation to identify the reason for any missing assignments, for low attendance, or any reason being given for the student’s lack of success in completing the course. Online and Adult Students will submit the appeal to their advisors who will submit the appeal to the Academic Appeals Committee for review. Traditional students will submit the appeal to the Registrar’s office who will submit the appeal to the Academic Appeals Committee for review. Failure to complete the course with minimum grade allowed may result in the student being unable to continue in their current degree. Approval to repeat course does not override the end of term Academic Standing earned by the student; the student must sit out a term if placed on Academic Suspension and if approved, may repeat the course in the next available term. The decision of the Academic Appeals Committee is final.

An undergraduate student may request in writing to repeat up to four courses, or 12 hours for forgiveness. A graduate student may request in writing to repeat up to two courses, or six hours for forgiveness. The grade for both courses will appear on the permanent record. The forgiveness policy can be used one time per course. Repeating a course may influence a student’s financial aid or sports eligibility.

The following stipulations apply to this policy:

1. Undergraduate students cannot use this option to repeat a course in which a grade of A, B, or C was earned. This can only be used to replace a grade of C- or below. Graduate students can use this option to repeat a course in which a grade of B- or below was earned. A grade of an F will not forgive a grade of an F; both F’s will be calculated in the GPA.
2. The highest grade earned will be the one used to recalculate the GPA.



3. The student cannot use the forgiveness policy to replace a grade that was earned at another school, nor may grades earned at Belhaven be replaced by grades earned at another school. This policy will only affect the Belhaven grades and quality point index.
4. A course intended to be used for the forgiveness policy cannot be taken as independent study and must be taken at Belhaven University.

### **Repeated Course Policy**

#### **100 or 200 Level Undergraduate Courses – limit 3 attempts**

Students who have taken a course three times and failed the course each time cannot be registered for the course again unless approved through the academic appeals process. The student may be approved to take the course a fourth time but must pass the course on the fourth attempt; no additional registration for the course will be allowed after a failing grade is earned in the course for the fourth attempt.

#### **300 or 400 Level Undergraduate Course or Any Graduate Course – limit 2 attempts**

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### **Program Withdrawal**

- A student who withdraws from the program is required to notify the Office of Student Services in writing, except in cases of administrative withdrawal due to nonattendance or low GPA.
- The official date for withdrawal to be used to calculate tuition charged and the student’s grade in the course will be the last date of attendance. The effective date for Financial Aid purposes will be the last date of attendance.
- The refund policy is stated in the Online Catalogue under “Student Financial Planning Regulations” or in the Student Handbook under “Financial Information.”

It is advised that a student withdrawing from the program speak with a Student Financial Planning counselor so that the student understands any financial ramifications of the withdrawal, including the return of Title IV funds and any payments that might be due from the student.

- A Program Withdrawal will affect the grace period of any outstanding student loans and may cause the student to enter into immediate repayment.

### **Course Withdrawal**

A student who drops a course is not considered to have withdrawn from the school. A course drop is approved if:

- To drop a course from registration at any time before the last date of a course, the student must complete and submit the online Course Withdrawal form (CW).
- The course will be dropped or graded according to the submission date on the student’s course withdrawal form.

- A course withdrawal covers only the course listed on the withdrawal form; the student may list the courses they wish to have withdrawn from registration.
- Financial aid may be affected by course withdrawals. The student understands that he/she must consider the financial aid effects of a course withdrawal.
- The student understands that any missed required courses must be completed at a later date in order to complete their degree/program.

### **Administrative Withdrawal**

Students may be administratively withdrawn for nonpayment of tuition, misconduct, noncompliance with academic policy, and/or nonattendance.

### **Classification**

An undergraduate student's classification is determined by the number of semester hours he/she has to his/her credit. For sophomore standing a student is required to have earned 24 semester hours of credit, for junior standing 54 semester hours, for senior standing 90 semester hours, and for graduation 124 semester hours and 240 quality points.

### **Course Load**

In the online studies program, a normal course load in a four-month period should not exceed 12 semester hours. No student may receive credit for more than 18 hours in a semester.

### **Grade Reports**

At the conclusion of an online campus course, final grade reports will be available on the Belhaven website. The Office of the Registrar will not show students their grades. Grades will not be discussed or given out by phone or e-mail. Course grade reports will indicate course completed, credit received, and grades assigned.

### **Transcripts**

A student who desires a transcript must fill out a request form available on <http://bcblazenet.belhaven.edu> or in the Business Office at least two weeks before the time he/she needs to have the transcript sent. The Registrar is not permitted to issue transcripts for a student who is in debt to the University. The request for a transcript must be signed by the person whose record is to be released. The cost of each transcript is \$10.00 for the first two copies and \$2 for each additional copy in a single request, and must be paid in advance by cash, credit card, or money order. Personal checks are accepted; however, the transcript request will be held for two weeks to allow time for the check to clear.

### **Family Education Rights and Privacy Act of 1974**

Belhaven University informs students of the Family Education Rights and Privacy Act of 1974, as amended. The act, with which the institution intends to comply fully, was designated to protect the privacy of educational records and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with Family Education Rights and Privacy Act Office (FERPA) concerning alleged failures by the institution to comply with the act.

Belhaven University accords all the rights under law to students who are declared independent. No one outside the institution shall have access to nor will the institution disclose any information from students' education records without the written consent of students except to personnel within the institution, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the act.

Within the Belhaven community, only those members individually or collectively acting in the student's educational interest are allowed access to student education records. These members include personnel in the office of the registrar, provost's office, admission's office, student services office, financial aid office, business office, and office of institutional improvement.

Students may not inspect and review the following as outlined by the act: confidential letters and recommendations associated with admission, employment or job placement, or honors to which they have waived their rights of inspection and review, or education records containing information about more than one student, in which case the institution will permit access only to that part of the record which pertains to the inquiring student.

### **Class Attendance Standards**

Belhaven University believes that learning can be demonstrated through typical assessments such as tests, quizzes, papers, and class participation. However, we also believe that learning occurs beyond engaging in these assessments and that class

attendance enhances learning in immeasurable ways. No more than 20 percent of a course's classes should be missed in any term. Participation is demonstrated in a course through submitting a paper or posting to the discussion forum.

Attendance is measured by student's interaction with the course through submitting an assignment or posting to the discussion forum. If the student performs either of these elements by the due date, he or she is automatically marked present for that week. If not, the student is marked absent. Completing a quiz does not count as attendance. Class attendance is important for online courses and being marked absent for three sessions will result in a student's final grade being lowered by one letter grade. Being marked absent four sessions or more will result in a letter grade of F for the course.

All reasons for absences (for example: illness, representation for University activities, emergencies, and late registration) are included in these standards. When determining final grades, the faculty should consider whether or not other *academic* performance factors might counter excessive absences or the student may have earned an F.

In order for the University to comply with federal regulations, during the first two weeks of any course, faculty must post attendance and absences. During subsequent weeks, only absences must be posted.

### **Academic Plan**

A student's academic plan is available upon entering an educational program.

Students must keep their own records of their academic progress; **ULTIMATELY IT IS THE RESPONSIBILITY OF THE STUDENT TO SEE THAT HE/SHE IS COMPLETING THE CORRECT COURSES FOR THE DEGREE HE/SHE IS PURSUING.**

### **Academic Lists**

At the end of each semester, the following academic lists are published:

Undergraduate:

President's List: Students must complete at least 9 credit hours in a semester with a GPA of 4.0

Dean's List: Students must complete at least 9 credit hours in a semester with a GPA no lower than 3.6.

Graduate:

President's List: Students must complete at least 6 credit hours in a semester with a GPA of 4.0

### **Graduation with Honors**

To graduate cum laude, magna cum laude, or summa cum laude, a baccalaureate degree seeking student must have earned a minimum of 60 academic hours carrying quality points at Belhaven University. At the time of graduation the student must have established a cumulative quality point index on the Belhaven University record and meet the minimum below to be eligible:

cum laude, 3.4; magna cum laude, 3.7; summa cum laude, 3.9.

To graduate "with honors," a student must have a minimum of 45 academic hours carrying quality points at Belhaven University and a 3.4 cumulative grade point average at Belhaven University

Belhaven University baccalaureate degree-seeking students who graduate with academic honors will wear Belhaven University honor cords for the graduation commencement ceremonies. Students are not allowed to wear any other regalia from societies, sororities, or organizations not affiliated directly with Belhaven University.

### **Veterans' Regulations**

Each recipient of VA benefits enrolled at Belhaven University is expected to become familiar with, and to adhere to, all academic policies stated in the current issue of the Belhaven University catalogue.

### **Tutorial Work**

The term "tutorial" is applied to final coursework being completed by a nonresident Belhaven student.

### **Alternative Credit (For undergraduate degrees only)**

**(Alternative credit for all sources may not exceed 45 credit hours toward the undergraduate degree.)**

- **National Accreditation Transfer**

Belhaven University will review and accept up to 45 credit hours for courses comparable to those offered by Belhaven from schools accredited by agencies recognized by the Council for Higher Education and Accreditation (CHEA) or the Secretary of the Department of Education. Courses accepted must have a 'C' grade or better. No comparable courses are allowed to substitute for WVC301 or WVC401. The Registrar will make the final decision on credit awarded.

- **Standardized Testing**

Belhaven University recognizes the CLEP, Dantes, AP and ACT PEP standardized tests for credit and accepts the recommended score scale. Alternative credit, including CLEP, AP, and ACT PEP may not exceed 30 hours. Students may not CLEP core courses in their major. CLEP courses, when allowed, become Gen Eds or electives and are counted as part of the alternative credit limit.

- **Foreign Language Proficiency Exams** (not applicable to Adult Studies)

Foreign students may not register for credit in their native language. Students may earn college credit for Spanish, French, or German only by taking the CLEP examination at the elementary or intermediate levels. Students may earn up to the required number of credit hours in the general education core for their major in a single language through completion of the CLEP examination with a minimum score of 50 or above or through proficiency credit. The CLEP standardized examination will preclude the use of departmental examinations except in those areas where CLEP examinations are not available.

The method of testing and the number of credit hours to be awarded for languages other than Spanish, French, or German will be determined by the chair of the foreign language department or their designee. For testing other than CLEP, a \$100 fee is charged for administering a proficiency exam; an additional fee of \$100 is charged if the exam is completed and credit is to be awarded.

- **Correspondence Courses**

A student may apply a maximum of six semester hours of correspondence credit to satisfy degree requirements. The Registrar must approve correspondence work in advance. Credit in major courses or core courses for degrees may not be earned by correspondence.

- **Military Credit**

Credit for military service may be awarded as four credit hours of physical education if credit has not already been achieved in this area. These credits are awarded as non-academic hours. Other military training courses are individually assessed by the American Council on Education (ACE) recommendations.

- **Prior Learning Assessment (PLA) (Maximum credit - 15 hours)**

Belhaven University is among more than 600 colleges and universities involved in assessing documented learning for academic credit toward an undergraduate degree. The Council for Adult and Experiential Learning (CAEL), an educational association founded in 1974 to promote the acceptance of the awarding of college credit for documented and experiential learning, has led the way in developing and implementing assessment techniques. Belhaven University uses the guidelines developed by CAEL. In order for the credit to be granted officially and recorded on the transcript, the applicant must have completed successfully a minimum of 12 semester hours of academic course work at Belhaven University. This type of credit is not necessarily transferable into or out of Belhaven University. A \$150.00 assessment fee is paid at the time the portfolio is turned in for assessment. Upon awarding of credit, the student is charged \$75.00 per semester hour of credit and must pay the full amount before the credits are recorded on the student's permanent record. Students wishing to earn academic credit must submit the required portfolio information for assessment upon completion of EDU 290. A maximum of 15 hours may be earned through portfolio assessment. Credit is awarded and applied only as elective credit. The process for experiential credit should be completed prior to the beginning of the last semester required for degree completion. An additional fee must be paid prior to the beginning of the course for additional software usage required for the course.

- **Documented Learning - Portfolio I**

Credit for professional or technical courses, licenses, certifications, workshops, etc., can be awarded if documented thoroughly. Faculty members assess the validity of substantial documentation based on completion, clock hours, and content. The Portfolio I must include a resume, an autobiographical sketch, and a value of learning statement for each topic area. One semester hour of credit may be awarded for 20 hours of instruction that is determined by faculty to be college level.

- **Experiential Learning - Portfolio II**

Experiential learning credit assessments, in the form of portfolios, are methods by which students may earn academic credit for college-level learning completed outside of the traditional classroom setting. It is designed to assist adult learners in attaining their academic and career goals by validating their professional competencies acquired through experiential learning. Those interested in PLA credit should make an appointment with Student Services at their local campus.

**Credit from alternative credit programs may be given in a specific area in which a student wishes to major or minor, dependent upon departmental policy. Credit in Bible, history, culture, or literature courses from these sources to meet general education curriculum requirements will not be accepted. The maximum total of such credit listed above, in any combination, is 45 semester hours, not to include more than 15 hours of experiential credit. Hours earned through alternative credit programs do not carry quality points and therefore are not considered as residential hours for honors calculations.**

## COURSES OF INSTRUCTION

### CERTIFICATE PROGRAM

#### **Certificate in Accounting**

Thirty-six hours of course work: ACC217, 313-314, 337, 411, 412, 413, 418, 421, 424, 490, and BUS 415.

Students who have already taken one of the required accounting classes will be required to select a substitute from an upper division business elective course.

Prerequisites to the Accounting Certificate consist of 27 hours: MAT 101 or 110, MAT 201, ACC 213-214 with a grade of C or better within the last seven years or a proficiency exam, ECO 205 or 206, BUS 360, BUS 363, BUS 414, and BUS 418.

#### **Certificate in Biblical Studies**

Eighteen hours of course work selected from BIB 334, 335, 341, 344, 345, 375, 385, and 395.

### ASSOCIATE DEGREE PROGRAM

#### **Graduation Requirements**

- A total of 62 semester hours is required to earn the associate degree.
- The last 17 semester hours of course work must be earned at Belhaven University.
- Satisfaction of Belhaven's general education requirements.
  - Written Communication Skills: Six semester hours
  - Literature: Six semester hours
  - Science: Four semester hours
  - Math: Three semester hours
  - History: Six semester hours
  - Biblical Studies: Nine semester hours
  - Business: Three semester hours
- Successful completion of all courses taken at Belhaven University with a minimum cumulative GPA of 2.0.
- Payment of all tuition and fees.
- Applications for degree completion audits must be made online by the deadlines listed in the calendars at least eight months prior to the anticipated degree completion. Failure to do so on schedule may result in a delay in the ceremony participation or receipt of diploma.

### Associate of Arts

The Associate of Arts (A.A.) degree program provides adults with an excellent foundation in the liberal arts while preparing them for continued studies. The curriculum develops the adult learner's sensitivity to human values and capacity for critical thinking.

**A.A.:** 62 hours to include: BIB 214, 215, BIO 125, BUS 280, ENG 103, 108, 203, 204, HIS 108, 205, MAT 202, WVC 301 and elective hours.

### Associate of Arts in Biblical Studies

The Associate of Arts in Biblical Studies prepares students for further study in biblical ministry.

**A.A. in Biblical Studies:** 62 hours to include: BIB 214, 215, BIO 125,, BUS 280, ENG 103, 108, 203, 204, HIS 108, 205, MAT 202, WVC 301, electives, and 18 hours from the following: BIB 334, 335, 341, 344, 345, 375, 385, 395 and 470.

### Associate of Arts in Business

The Associate of Arts in Business prepares students for further study in business administration or management.

**A.A. in Business:** 62 hours to include: BIB 214, 215, BIO 125, BUS 280, ENG 103, 108, 203, 204, HIS 108, 205, MAT 202, WVC 301, BUS 304, 309, 320, and 326, and elective hours.

### Associate of Arts for High Scholars

The Associate of Arts degree can be completed by supplementing the High Scholars courses with Belhaven University online courses. [http://www.belhaven.edu/high-scholars/aa\\_high\\_scholars.htm](http://www.belhaven.edu/high-scholars/aa_high_scholars.htm)

## BACCALAUREATE DEGREE PROGRAMS

### Graduation Requirements

- A total of 124 semester hours is required to earn the Bachelor degree.
- The last 31 semester hours of course work must be earned at Belhaven University.
- Satisfaction of Belhaven's general education requirements.
  - Written Communication Skills: Six semester hours
  - Literature: Six semester hours
  - Science: Four semester hours
  - Math: Three semester hours
  - History: Six semester hours
  - Biblical Studies: Nine semester hours
  - Business: Three semester hours
  - Kingdom Life: Family and Workplace: Three semester hours
- Successful completion of all courses taken at Belhaven University with a minimum cumulative GPA of 2.0.
- Payment of all tuition and fees.
- Applications for degree completion audits must be made online by the deadlines listed in the calendars at least eight months prior to the anticipated degree completion. Failure to do so on schedule may result in a delay in the ceremony participation or receipt of diploma.

### General Education Required Coursework

All students must complete BIB 214, 215, BIO 125, BUS 280, ENG 103, 108, 203, 204, HIS 108, 205, MAT 202, and WVC 301.

### Bachelor of Arts in Applied Psychology

The Belhaven University Department of Psychology seeks to introduce all students to the study of human behavior and mental processes within a Christian context. The applied psychology major is designed to provide a foundation of knowledge in the major subfields of psychology and to prepare students for future study and work in this field. This accredited degree



program focuses on developing the students' abilities to understand and to apply psychology in their everyday lives. Many degrees in psychology are founded solely on secular principles, but Belhaven incorporates the biblical worldview into coursework and classroom discussion.

**B.A. in Applied Psychology:** 124 hours to include all General Education coursework as well as PSY 203, 243, 304, 312, 331, 332, 340, 352, 355, 420, and 461, WVC 401, electives and 6 hours from the following: PSY 342, 343, 362 and 442.

### **Bachelor of Arts in Biblical Studies**

The Bachelor of Arts in Biblical Studies seeks to establish the faith and understanding of students through study of the Bible as the inspired, infallible Word of God. It also seeks to provide the necessary background and skills to interpret the Bible adequately as the objectively authoritative rule of faith and practice. In accordance with the best standards of Reformed scholarship, the biblical data are presented along with a consideration of light that has been shed upon the subject matter by recent study or discovery. Thus students are encouraged to investigate the biblical text for themselves as the source of their doctrine and the guide for their conduct.

#### **Bachelor of Arts in Biblical Studies Course Requirements**

**B.A.B.S.:** 124 hours to include all General Education coursework as well as BIB 334, 335, 341, 344, 345, 375, 385, 395, 470, 480, WVC 401 and electives.

### **Bachelor of Arts in Interdisciplinary Studies**

The Interdisciplinary Studies Program is designed for the student who wishes to have a broad educational experience with course work in three different disciplines. It allows the student to customize their course of study into areas of interest, and allows them to make the best use of previous college credits. An important goal in the Interdisciplinary Studies Program is to help students in their ability to appropriately interrelate their study and the Christian faith. In addition to the three Interdisciplinary Majors which form this program, students will complete a general education core. Students meet one night a week for four hours of classroom instruction and periodic project teams.

**B.A. in Interdisciplinary Studies:** 124 hours to include all General Education coursework as well as IDS 499 and 42 hours of course work from three area concentrations, and electives.

At least 9 hours must be taken in each area. Upon declaring as an Interdisciplinary Studies major, the student must meet with their Dean. The dean will work with the student to identify appropriate courses to finish out the degree program. The student and dean must develop and sign a contract for completion and any deviation would need to be approved by the Dean.

### **Bachelor of Business Administration**

The Bachelor of Business Administration (B.B.A.) program prepares students for entry-level management positions and provides a course of study for adult students who wish to enhance their managerial skills. Students are required to meet for class once a week and are required to participate in periodic study group meetings which are designed to enhance the learning process and the development of problem-solving skills. Study groups must meet a minimum of four hours as assigned, and their activities are monitored by their professors.

#### **Objectives of the Bachelor of Business Administration Program**

The Bachelor of Business Administration program incorporates the development of the adult student's exposure to human problems and personal values through a well-planned curriculum which integrates within the curriculum increasingly advanced cognitive skills, awareness of self and others, and social and interpersonal skills, all through a Christian worldview.

Within the business program, certain required courses form the theoretical and practical framework adults need to succeed in increasingly responsible leadership roles within their professional and personal organizations. The Bachelor of Business Administration encourages students to understand the functional components of business - economics, marketing, accounting, finance, law, and management.

**B.B.A.:** 124 hours to include all General Education coursework as well as BBA 302, 320, 321, BUS 304, 309, 320, 326, 360, 363, 412, 414, 418, 419, 420, ECO 407, MAT 345, WVC 401, and electives.

## Bachelor of Health Administration

The Bachelor of Health Administration is designed to integrate a foundation of general education with healthcare management theory and practical expertise that prepares the graduates for management positions in healthcare. The health administration curriculum addresses the basic body of knowledge, understanding, and skills identified to be relevant to healthcare administration:

- Critical thinking from a biblical perspective to analyze and solve complex problems.
- Professional communication skills developed by developing an understanding of the biblical principles applicable to provide effective communication strategies within the organization, with staff, patients, and the public.
- Leadership abilities that have been established on biblical principles to establish and lead effective work teams toward a shared organizational mission.
- Foundation of ethical principles based on the Bible to guide the decision-making process from application of personal and organizational values.
- Quantitative skills to manage an organization's financial health provide data to measure and report an organization's quality outcomes.
- Legal and regulatory knowledge to reduce an organization's liability and effectively manage risk.
- Broad knowledge of the health administration industry, to include managed care and long term care administration.
- Marketing strategies taught from a Christian worldview to reach the appropriate audience in creative, cost effective ways.

**B.H.A.:** 124 hours to include all General Education coursework as well as BUS 309, 326, 360, 362, 395, 406, 412, 414, 419, BHA 315, 326, 401, 402, 411, ECO 407, WVC 401, and electives.

## Bachelor of Science in Accounting

The Bachelor of Science in Accounting degree seeks to provide accounting majors with the skills and knowledge necessary for success in the accounting profession. As a component of a Christian liberal arts college, the accounting program emphasizes the importance of Christian values and ethics in the practice of accounting.

Graduates of this program may desire to take the CPA exam which can lead to a career as a certified accountant.

**B.S.A.:** 124 hours to include all General Education coursework as well as ACC 217, 313, 314, 337, 411, 412, 413, 418, 421, 424, 490, BBA 320, 321, BUS 320, 326, 360, 363, 395, 414, 415, ECO 407, MAT 345, WVC 401 and electives.

## Bachelor of Science in Management

The Bachelor of Science in Management program is ideal for adults wanting to focus upon management and leadership in business. The curriculum emphasizes the roles of leaders in organizations and includes courses in communications, decision-making, business law, human resources, marketing, entrepreneurship, and international management.

**B.S.M.:** 124 hours to include all General Education coursework as well as BUS 304, 309, 320, 326, 360, 362, 395, 406, 412, 414, 418, 419, 420, ECO 407, WVC 401, and electives.

## Bachelor of Science in Management with a Criminal Justice Concentration

Belhaven's Bachelor of Science in Management concentrating in Criminal Justice, is ideal for adults who want to focus on management and leadership within the context of the judicial/penal system. The curriculum emphasizes the roles of leaders in the workplace and includes courses in communication, research based decision-making, business law, human resources, marketing, computer applications, and business fundamentals.

**B.S.M. with a Criminal Justice Concentration:** 124 hours to include all General Education coursework as well as BUS 304, 309, 320, 326, 362, 395, 406, 412, 414, 418, CJU 320, 407, 412, 419, WVC 401, and electives.

## UNDERGRADUATE COURSES OF INSTRUCTION

### Accounting (ACC)

217      **Computerized Accounting (3).** Prereq: BBA 320

An application oriented course with emphasis on the use of computers in solving accounting and business problems. Hands-on use of general ledger and spreadsheet software will be emphasized.

- 313-314 Intermediate Accounting (3-3).** Prereq: BBA 320, 321; ACC 313 prereq. for ACC 314  
An in-depth study of financial functions and basic theory; recognition and measurement of assets, liabilities, income and equity; and the preparation and analysis of financial statements.
- 337 Cost Accounting (3).** Prereq: BBA 320, 321  
A study of cost and revenue behavior, cost-volume-profit relationships, master budgeting, and responsibility accounting for the purpose of planning and control of operations.
- 411 Individual Income Tax Accounting (3).** Prereq: BBA 320, 321  
An introduction to the federal income taxation of individuals. This course offers a broad base for understanding and applying the tax laws.
- 412 Auditing (3).** Prereq: ACC 313, 314  
A study of the concepts and standards of auditing and an explanation of how concepts are implemented in auditing practices, policies, and procedures.
- 413 Advanced Accounting (3).** Prereq: ACC 313, 314  
A study of specialized problems of accounting, including income presentation, business combinations, multinational accounting, partnerships, governmental and not-for-profit accounting, and fiduciary accounting.
- 418 Accounting Ethics (3).** Prereq: ACC 313, 314  
A study of the codes of professional ethics for accountants, biblical principles of virtue and character, the absolute truth of God's moral standards, and the application of biblical principles to solve ethical dilemmas in the accounting profession.
- 421 Accounting for Taxes on Businesses (3).** Prereq: BBA 320, 321  
A detailed study of the federal income taxation of corporations, partnerships, estates, and trusts. A broad base for understanding and applying the tax laws is provided.
- 424 Governmental Accounting (3).** Prereq: BBA 320, 321  
A study of fund accounting concepts and standards as they relate to federal, state, and local governments and to not-for-profit organizations.
- 490 Forensic Accounting (3).** Prereq: ACC 313, 314 and ACC 412  
Also called investigative accounting, forensic accounting is a study of the methods used to detect and prove financial fraud or to track funds that have been embezzled.

## Biblical Studies (BIB)

- 214 Exploring the Old Testament (3).**  
A historical survey of the Old Testament and some of its basic themes, with an emphasis on the character of the God who reveals Himself through the Bible. Since God has created humankind in His image for fellowship with Him, there is consistent reference to the terms of that relationship. God is presented as holy, loving, sovereign, while people are presented as responsible for loving God, loving their neighbor, and caring for all that God has created. Attention is given to the promises and demands God makes which are relevant in our relationship with Him today.
- 215 Exploring the New Testament (3).**  
This course is a historical survey of the New Testament and some of its basic themes, with an emphasis on Jesus Christ as God who became a human being. Since Jesus came to seek and to save the lost, attention is focused on the salvation He came to bring and how it is received. Since Jesus continues to be God, attention is given to His Lordship over history and human life. The implications of His Lordship for our lives today are examined.
- 334 Law Books and Wisdom Literature (3).** Prereq: WVC 301

The whole point of the Bible is to explain who God is and what his expectations are from his sheep. This course describes the Old Testament standards for how God's servants are to shepherd ethically in the image of their sovereign Shepherd.

- 335**     **Gospels and Letters (3).** Prereq: WVC 301
- 341**     **Doctrines and Practical Implications (3).** Prereq: WVC 301  
A historical and systematic survey of Christian doctrine as set forth in Scripture.  
A critical investigation of the doctrines of Scripture, God, the Trinity, creation, covenant, and human beings.
- 344**     **Israel's History (3).** Prereq: WVC 301  
This course is an exploration of the main events, characters, places, and historical situations of the Old Testament.
- 345**     **Kingdom History (3).** Prereq: WVC 301  
This course is an exploration of the main events, characters, places, and historical situations of the New Testament.
- 375**     **Outreach Ministry in Context (3).** Prereq: WVC 301  
A practical study of a shepherding model of personal Christian service, with particular focus on developing ministry knowledge and skills for working in the student's specific, real-life context. The course explores Christian ministry in broad enough terms as to apply to any Christian seeking to be of kingdom service to Jesus, but with a practical application to normal social settings and contexts.
- 385**     **Shepherding Ministry in Context (3).** Prereq: WVC 301  
This course examines biblical models for Christian ministry, focusing especially on service toward others. The topics include: qualifications for Christian leadership, how to recognize and use spiritual gifts, and how to develop a ministry plan for a specific audience. The course emphasizes personal spiritual development as an essential part of engaging in any Christian ministry.
- 395**     **God's Kingdom through History (3).** Prereq: WVC 301  
This course provides a historical overview of the advance of God's kingdom, the Church, from the apostolic age to the present era focusing on the key transitions in theology, organization, and expansion of Christianity.
- 470**     **Non Profit Administration (3).** Prereq: WVC 301  
A study of the process of administration in a non-profit context. Identifying and assessing leadership styles and qualities and using groups in leadership are included. Skills in leading meetings, developing budgets, using time, making decisions and delegating work are major emphases.
- 480**     **Thesis (3).** Capstone

## Biology (BIO)

- 125**     **Science and Culture II: Biological Sciences for a Sustainable Future (4).**  
This course was designed as an introductory course for biology non-majors. It provides an overview of the basic structures in cells, life processes in animals, and ecosystems designed by the Creator. The emphasis is on human anatomy and body systems, ecosystems and the environment, and genetics. The course will include a brief overview of molecules, cells, tissues, human organ systems, types of ecosystems, reproduction and genetics. These topics of study will promote critical thinking and problem solving with scientific data. The Biblical Worldview of the origins of life and responsible stewardship of the world will be discussed.

## Business (BUS)

- 280**     **Introduction to Online Education (3)**  
This course is designed to develop those skills which will help the online learner to be successful in meeting the fundamental foundations of a Christian liberal arts education. These skills include effective learning, reading,

research writing, and critical thinking across the curriculum. The student will develop an understanding of what a Christian worldview means within the context of academic coursework, within both this and future online courses.

- 304 Business Communication (3).** Prereq: ENG 103 and ENG 108  
A study of the modern techniques of writing a variety of effective business memoranda, letters, and reports. Also included will be the presentation of oral reports.
- 309 Business Computer Applications (3).**  
A study of computer applications essential to business today. Emphasis on software applications in communication, statistics, and finance. Emerging computer technology will also be discussed.
- 320 Introduction to Marketing (3).** Prereq: ENG 103 and ENG 108.  
An overview of the marketing discipline with emphasis on planning and the development of competitive strategies. Specific topics include the marketing environment, marketing research, advertising, personal selling, sales promotion, pricing, new product development, and distribution channels.
- 326 Principles of Management (3).** Prereq: ENG 103 and ENG 108.  
An introduction to the foundational principles and the basic management techniques that every manager must master to succeed in today's fast-changing, competitive environment. Emphasis is on the planning, organizing, managing, and controlling functions.
- 360 Operations Management (3).** Prereq BUS 395 or MAT 345.  
The study of quantitative and decision-making tools used in managing the conversion process that transforms inputs (such as raw materials and labor) into outputs in the form of finished goods and services.
- 362 Human Resources (3).** Prereq: BUS 326.  
An investigation into the nature and behavior of humans as we relate and work together in organizations. Practical applications are made to the following: selection and retention, training, motivation, compensation, discipline, and organizational design.
- 363 Business Finance (3).** Prereq: BBA 321, ECO 407.  
A study of the sources and uses of funds in modern business firms. Emphasis is on capital markets, the time value of money, risk and rates of return, the valuation of bonds and stocks, financial statement analysis, financial forecasting, and capital budgeting.
- 395 Management Research Methods (3).** Prereq: MAT 202.  
Application of research methods in collecting, recording and analyzing decisions relevant to management decisions.
- 406 Finance and Accounting for Managers (3).** Prereq: MAT 202  
A survey of basic finance and accounting tools used in managerial decision-making. Topics include acquisition and allocation of financial resources, net present value, capital budgeting and accounting systems.
- 412 Organizational Behavior (3).** Prereq: BUS 326  
A study of human behavior at the individual, group, and organizational level with topics including personality, motivation, teams, leadership, power and organizational structure.
- 414,415 Business Law (3, 3).** BUS 414 Prereq: BUS 326; BUS 415 prereq: BUS 414  
A study of the basic principles of law that apply to business transactions, thereby providing a basis for confidence in reaching decisions within the framework of rules of law. Primary emphasis is on contracts, agency, and the legal environment of business.
- 418 Business Ethics (3).**  
A study of basic ethical principles as applied to the major problem areas facing economic systems and to decision-making in the corporation and in society in general. The basic ethical principles and the accompanying value system used are biblically based.

- 419 Business Policy (3).** Prereq: BSM students must have BUS320, 326, 395, 406, 412, 414, and ECO407, BBA students must have BUS320, 326, 360, 363, 412, 414, 420 and ECO407, BHA students must have BUS326, 395, 406, 412, 414, BHA411, and ECO407). Student must be of a senior class standing or have permission from the instructor.  
A study of the methods used by business firms in developing and evaluating strategies and policies to achieve goals and objectives. A computer simulation business game is played as part of the course.
- 420 International Business and Development (3).** Recommended prerequisites: BUS 320, 326, and ECO 407.  
A survey of the operation of the firm in a global environment. Topics include global markets, international trade, foreign exchanges, trade policy, international politics, cross-cultural management, global strategic management, organizational design, and controlling.

## Business Administration (BBA)

- 302 Business Foundations (3).**  
This survey course introduces students to the key foundations of the business world. Students will see how the many pieces fit together, laying a foundation for future study in each area of business.
- 320 Financial Accounting (3).**  
An accelerated Financial Accounting course designed to provide the student with a study of the principles and techniques used in modern financial accounting.
- 321 Administrative Accounting (3).** Prereq: BBA 320.  
An introduction to the principles and techniques used in modern managerial accounting, this course emphasizes job order and process cost systems for corporations.

## Chemistry (CHE)

- 102 General Chemistry I and Lab (4)**  
A study of topics such as stoichiometry, atomic and molecular structure, and chemical bonding with laboratory experiments emphasizing fundamental chemical operations demonstrating those principles discussed in the course.

## Criminal Justice (CJU)

- 320 Introduction to Criminal Justice (3).**  
A survey of the philosophies, functions, and methods of social control, with emphasis on law enforcement and those involved in its administration – police, courts, and corrections organizations. This course includes the study of the history, organization, processes, and problems related to criminal justice in the American heterogeneous, democratic society of the 21st century.
- 407 Criminology (3).**  
This course provides an overview of criminology in America: criminology concepts, theories of crime causation: rational choice, trait theory, social structure theory, social process theory, developmental theory, and biblical theory; and crime typologies: violent crime, terrorism, political crime, property crime (white collar, blue-collar, green collar), public order crime, cybercrime, technology, and transnational crime.
- 412 Police Organizations (3).**  
This course provides an overview of policing in America, the organization and operations of police agencies, their history and evolution, the personality and role of the individual police officer. This course also addresses critical issues in policing, such as technology and criminalistics, as well as the increased threat of terrorism in America and policing responses to these new challenges.
- 419 Justice and Society (3).** (Capstone)  
This course focuses on the relationships between law and other social institutions, and examines the values and interests that are expressed in law and shaped by legal structures and processes. Agreement and conflict



perspectives of the law are compared and contrasted, and applied to understanding the law's impact on everyday life. This course takes an unambiguous interdisciplinary approach to understanding law.

## Economics (ECO)

- 407 Economics (3).** Prereq: MAT 202  
An introductory study of parts of the economy including consumers, firms, industries, and markets. Emphasis is on firm pricing and resource allocation. Also included is a study of the economy as a whole, emphasizing national income, employment, prices and inflation, and output in an economic system. Problems in controlling and forecasting economic fluctuations are also examined.

## Education (EDU)

- 290 Portfolio Development (3).**  
This course is formatted to lead students through the development of a portfolio the end result of which will enable to earn academic credit for college-level learning that has been completed outside the traditional classroom setting. It is designed to assist learners in attaining their academic and career goals by validating their professional competencies through the writing of essays and demonstrating of academic principles gained through experience.

## English (ENG)

- 103 Composition and Rhetoric (3).**  
An introduction to the process of writing, emphasizing skills in proper use of grammar, paragraph and essay writing, and critical thinking while exploring the relationships of composition and rhetoric. Emphasizes the Christian responsibility to use language effectively and ethically. (Must be passed with a grade of C- or better)
- 108 Effective Research Writing (3).** Prereq: ENG 103  
An online course designed to develop critical thinking through group evaluation and discussion in research writing and compositional skills which introduces and uses recognized research techniques and styles of documentation and organization of thought through literary examples.
- 203, 204 Survey of World Literature (3, 3).** Prereq: ENG 103 and ENG 108  
A survey of major continental authors and their writings, the literary historical periods, and the linguistic cultures of various nations. ENG 203 covers the Greco-Roman and Hebrew-Christian periods through the Renaissance; ENG 204 from the Enlightenment to the modern and postmodern eras.

## Health Administration (BHA)

- 315 Healthcare Organizations in the United States (3).**  
This course provides a broad overview of the various functions of the United States healthcare system. The student is introduced to the nature of illness and disease, and utilization characteristics are examined. The various forms of provider models and service delivery systems found in private and public health sectors are described, including ambulatory, acute and long term care. The human, technological, and financial resources required in the delivery of healthcare are examined. Measures of success are discussed, i.e., patient outcome, regulatory compliance, and service efficacy and efficiency. The role of state and local politics in policy formation and implementation are reviewed. The various stakeholders in healthcare delivery are identified.
- 326 Healthcare Quality Management and Outcomes Analysis (3).**  
This course examines the relationships between business and healthcare outcome measures. Methods for process and outcome improvement are described as well as the statistical application and significance of measuring outcomes.
- 401 Financial Administration of Healthcare (3).** Prereq: BBA-320 or BUS-406

This course provides an overview of healthcare financial management from a Christian worldview; Emphasis on use of financial statements for decision-making purposes and application of financial analysis to budgeting, capital project evaluation, and contracting. Other topics include healthcare coding and billing concepts as well as background information on the legal and regulatory environment and impact on health care delivery.

**402 Ethics in Health Administration (3).**

The course identifies ethical issues for healthcare administrators. It is designed to encourage the student to clarify their personal ethics in regard to administration issues. The various responsibilities involving the managing of populations whose ethics may be divergent are identified. A study of the Christian worldview as it is applied to leadership situations, drawing contrasts between biblically-based principles and competing worldviews through the use of case studies and articles.

**411 Healthcare Marketing (3).**

An overview of the power of marketing in meeting the organizational challenges in today's complex health care environment, particularly managed care. This course explores the art and science of how individuals make health care purchasing choices, and the response necessary to gain market share.

## History (HIS)

**108 Civilization (3).**

Survey of significant developments in the world's major societies with the emphasis on western civilization. Studies key occurrences through the early 20th century.

**205 Contemporary World History (3).**

A study of international affairs since World War I, emphasizing recent and current events. It is a selective survey of significant 20th-century political and cultural occurrences, which provides perspective for modern times.

## Interdisciplinary Studies (IDS)

**499 Senior Interdisciplinary Studies Project (3). (Capstone Course)**

This is a senior seminar focused on interdisciplinary research and writing. All requirements and deadlines for the completion of an interdisciplinary senior project/paper are reviewed in this course. Students are expected to present their projects/papers at the end of the course.

## Mathematics (MAT)

**202 Quantitative Reasoning (3).**

A survey of practical quantitative topics in mathematics with an emphasis on problem solving, critical thinking, and application. The course is intended primarily for non-science majors. Topics include but are not limited to logical reasoning, math literacy, financial management, statistical reasoning, risk and chance.

**345 Mathematics for Business and Economics (3). Prereq: MAT 202 or equivalent.**

Mathematics for Business and Economics is an introduction to the basic mathematical concepts used in finance and economics. Topics include functions, differential calculus, statistics, and finance. Applications to business are emphasized throughout the course.

## Nursing [RN-BSN] (NRN)

**411 Physical Assessment for the Practicing RN (3)**

This course provides the framework for preparing students to perform comprehensive health assessments on clients across the lifespan. Emphasis is placed on taking a thorough nursing history, performing physiological, psychological, sociological, cultural, and spiritual assessments, as well as identification of stressors and health risks. Laboratory experiences provide an opportunity to practice assessment skills on clients across the lifespan in a variety of settings. (Nursing RN-BSN Majors Only) (2 hours of lecture/6 hours of lab)

Pre-reqs: Admission to the RN-BSN program. Co-reqs: NRN412, 413, 414; (Electives NRN415/416, 426/427)

**412 Professional Role Development (2)**

This course capitalizes on preexisting knowledge and experience of the RN student by serving as a bridge between theory and practice. This course initiates the process of perspective transformation that registered nurses typically experience during baccalaureate education that broadens their view of themselves, of nursing, and of the possibilities of their own practice. (Nursing RN-BSN Majors Only) (2 hours of lecture/0 hours of lab) Pre-reqs: Admission to the RN-BSN program. Co-reqs: NRN411, 413, 414; (Electives NRN415/416, 426/427)

**413 Pathophysiology for RNs (3)**

This course is designed to examine pathophysiology related to human illness within a systems framework. Emphasis is on understanding pathophysiology as an alteration in normal physiological functioning of individual client subsystems. Focus is on presentation of selected pathophysiology and subsequent symptomatology in diverse clients across the lifespan. (Nursing RN-BSN Majors Only) (3 hours of lecture/0 hours of lab)

**414 Pharmacology for Nursing Practice (3)**

This course is designed to examine the basic drug classifications, concepts and principles of pharmacology with special consideration for the nursing role in developing a comprehensive approach to the clinical application of drug therapy through the use of the nursing process. Nursing implications relative to the utilization of drug therapy are examined. (Nursing RN-BSN Majors Only) (3 hours of lecture/0 hours of lab) Pre-reqs: Admission to the RN-BSN program. Co-reqs: NRN 411, 412, 413 (Electives NRN415/416, 426/427)

**421 Community-Population Nursing (5)**

This clinical course is designed to introduce concepts of community health utilizing the population focused nursing process. This course places emphasis on health promotion, risk reduction, and disease management in selected community settings. (Nursing RN-BSN Majors Only) (3 hours of lecture/9 hours of lab) Pre-reqs: Admission to the RN-BSN program. NRN 411, 412, 413, 414; (Electives NRN415/416, 426/427). Co-reqs: NRN 422, 423, 424.

**422 Nursing Research, Theory and Practice (3)**

This course is designed to introduce nursing students to the fundamentals and principles of the research process and its application in nursing. The importance of searching relevant literature, understanding research methods, reviewing research, understanding, and evaluating research findings related to the practice of nursing are emphasized. The research process as a basis for scientific nursing knowledge is examined. The steps in the research process are identified, discussed, and developed into a proposal. (3 hours of lecture/0 hours of lab) Pre-reqs: NRN 411, 412, 413, 414; (Electives NRN415/416, 426/427). Co-reqs: NRN 421, 423, 424.

**423 Leadership and Management In Nursing (5)**

This didactic and clinical course is designed to prepare students to acquire skills in nursing management in health care systems. The student will synthesize management theory and evidence pertaining to management processes, as well as developing the skills of delegation, conflict management, and leadership. Legal and ethical issues are discussed with a focus on personal accountability and responsibility. Standards of practice and the significance of functioning according to state regulations and statutes are analyzed. Application of leadership and management principles will be demonstrated within a variety of health care environments. (Nursing RN-BSN Majors Only) (3 hours of lecture/9 hours of lab) Pre-reqs: Admission to the RN-BSN program. Pre-reqs: NRN 411, 412, 413, 414; (Electives NRN415/416, 426/427). Co-reqs: NRN 421, 422, 424.

**424 Nursing Synthesis Seminar (2)**

This 2 credit seminar is a comprehensive synthesis course. The course provides the RN the opportunity to integrate the knowledge, skills, and attitudes of professional baccalaureate nursing practice. Selected nursing concepts and their application to professional, autonomous nursing practice are addressed. Ethical, political, and economic principles that guide and influence personal growth, professional nursing practice, and global and local health care systems are analyzed and applied in light of the Biblical vision of the Kingdom of God. (Nursing RN-BSN Majors Only) (2 hours of lecture/0 hours of lab) Pre-reqs: Admission to the RN-BSN program. Pre-reqs: NRN 411, 412, 413, 414; (Electives NRN415, 416, 417, 418). Co-reqs: NRN 421, 422, 423.

**NRN Elective Courses**

- 415 Professional Writing for Nurses (2)**  
This course focuses on the role of scholarly productivity in nursing. The student is taught write polished scholarly papers, narratives, and abstracts, using appropriate formatting and style for nursing professionals. (2 hours of lecture/0 hours of lab) Pre-reqs: Admission to the RN-BSN program.
- 416 Informatics in Health Care (2)**  
This course focuses on computer applications, technology, internet tools for data management, information systems & telecommunications in nursing administration, education and practice. Problem solving and mini-design projects related to increased efficiency in nursing care delivery. (2 hours of lecture/0 hours of lab) Pre-reqs: None
- 426 Health Policy and Ethical Decision-Making (2)**  
This course examines the foundations of healthcare policy, the financial structure of healthcare systems, and the regulatory environments that have impact on nursing practice and client care. Emphasis is on selected issues affecting healthcare policy. Focus is on the influence of the nursing profession on policy and regulation. (2 hours of lecture/0 hours of lab) Pre-reqs: None
- 427 Professional Growth and Empowerment (2)**  
This course designed to focus on issues related to professional practice, career planning, personal goal setting, and empowerment of self and others. Through knowledge of empowerment, identification of values, and growth strategies, students will explore the tools needed for personal and professional success. (2 hours of lecture/0 hours of lab) Pre-reqs: None

## Psychology (PSY)

- 203 General Psychology (3).**  
An introduction to the application of the scientific method and critical thinking to the study of human behavior and functioning. Topics include the role of nature and nurture, learning, the brain, motivation, sexuality, personality, happiness, stress & health, abnormality & therapies. PSY 203 is a prerequisite for most upper level courses in psychology.
- 243 Human Growth and Development (3).** Prereq: PSY 203  
A study of the growth and development of the individual from conception until late adolescence. Emphasis will be placed on physical, perceptual, motor, cognitive, language, spiritual, social and emotional development. Includes study of major developmental theories and concepts that are applied to childhood and adolescence as well as problems common to this period. Specific issues common to the older years, including marriage, family, parenthood, grandparenthood, vocational choice, retirement, disabilities and death are also an integral part of this class.
- 304 Elementary Statistics (3).** Prereq: PSY 203, MAT 202  
A basic survey of the descriptive statistics and inferential statistics used in research. Computation and elementary theory of correlation, t test and simple analysis of variance. Applicable primarily to the social sciences, and all examples and problems are selected from social and behavioral sciences. Psychology majors should complete this course no later than the first semester of their junior year.
- 312 Abnormal Psychology (3).** Prereq: PSY 203  
A study of the conceptions and classifications of the major personality disorders resulting from both physical and psychological causes. Consideration is given to the causes, symptoms, therapy, and prognosis of these disorders.
- 331 Theories of Personality (3).** Prereq: PSY 203  
A survey of examples of some of the major types of analytic models of human psychological existence. The organization, development, and dynamics of personality according to each theorist are considered in the light of his or her own research evidence and his or her own personality.
- 332 Learning and Memory (3).** Prereq: PSY 203  
An in-depth analysis of basic concepts and theoretical developments in the area of learning and memory, both animal and human. Particular attention is directed to application of these theories to common, everyday situations.

- 340 Intro to Counseling Theory and Technique (3).** Prereq: PSY 203, PSY 312  
Exploration and examination of the leading theories in psychotherapy and counseling. The philosophical assumptions and implications of each theory and technique are examined and critiqued from rational, empirical, and Christian perspectives. Students are trained in basic people helping skills such as listening skills, communication skills, crisis intervention, and problem-solving skills. The course is designed to prepare students to meet a basic competency level in these skills that are useful in a variety of career and personal settings.
- 342 Psychology for the Exceptional Child (3).** Prereq: PSY 203  
A study of the child whose development follows atypical patterns. This would include all children eligible for special education placement: the mentally retarded, the gifted, the physically and behaviorally handicapped, the visually and hearing impaired, the learning disabled, the speech and language impaired, and autistic children. Students visit several local agencies in order to become more familiar with exceptional children and services available for these children.
- 352 Social Psychology (3).** Prereq: PSY 203.  
The analysis of human behavior, thought, and interactions of individuals, the function of the presence of others. Course topics include: social influence, interpersonal interaction, interpersonal attraction, theories of social behavior, moral behavior, attitudes, prejudice, and aggression.
- 353 Community Psychology (3).** Prereq: PSY 203  
A study of how community psychology goes beyond an individual focus and integrates social, cultural, economic, political, environmental, and international influences to promote positive change, health, and empowerment at individual and community levels.
- 355 Basic Psychological Research (3).** Prereq: PSY 203  
General research design in psychology, with an emphasis on experimental design and control. Topics include use of human participants in research, reliability and validity, observational methods, and survey and longitudinal designs.
- 362 Addictions/ Substance Abuse (3).** Prereq: PSY 203  
This course examines real and alleged effects of drug use. It also looks at the physical, physiological and psychological effects of drug use.
- 420 Cross Cultural/International Psychology (3).** Prereq: PSY 203  
A study of the relationships between cultural context and ethnicity—both in the U.S. and the international context—and psychological and social functioning. Practical applications for understanding, working with, and helping people in different cultural settings will be explored.
- 461 Psychology through Eyes of Faith (3).** Prereq: PSY 203 (Capstone Course)  
This course will explore how psychology is viewed through a Christian lens. Discussion of integration of psychology and Christian faith will occur.

### Worldview Curriculum (WVC)

- 301 Christian Interpretation of Life (3).** Prereq: BIB 214, BIB 215  
This course is a study of the Christian world- and life-view, contrasting Christianity with the worldviews of modernity and post-modernity. This Worldview Curriculum is designed to make the understanding and articulation of worldview (an overarching explanation of life or the perspective from which one interprets the world) a major goal of its educational program. As such, this class will seek to clarify and deepen each student's understanding of the general concept of worldview, providing a *framework* from which the student can construct and articulate his or her own worldview.
- 401 Kingdom Life: Family and Workplace (3).** Prereq: WVC 301, only to be taken in semester immediately prior to graduation.  
A practical application of the biblical vision of the Kingdom of God, especially as related to family and workplace

## GRADUATE PROGRAMS

(For Admission Information see Graduate Admission Requirements listed under Online – Information for Prospective Students).

### Masters in Business Administration

The Master of Business Administration program is truly a blend of the sophisticated academic world, the practical and technologically dependent career world, and the eternal world of Christian faith. Its enabling thrust is to develop in its students that rare level of discernment that is so much in demand, both globally and locally, and to give leadership and direction to many in the secular world who lack an ethical foundation from which to operate.

Classes are offered one night per week. The format is a concentrated continuous approach. Students are required to participate in learning team activities which are designed to enhance the learning process and the development of problem-solving skills. Learning teams must meet a minimum of four hours as assigned, and their activities are monitored by their professors.

### Objectives of the Master of Business Administration Program

The Master of Business Administration program seeks to develop persons who can function successfully in upper middle management and top management positions. The emphasis is on strategic management concepts and principles. The M.B.A. program makes use of recent research findings, uses complex computer modes, stresses the importance of human relations skills, and integrates strategic management processes through a Christian worldview.

The following educational objectives are those of the M.B.A. program:

- To provide a program which equips graduates with the skills and knowledge necessary for obtaining employment in managerial positions and for advancing their careers.
- To serve the business community by offering evening classes for executives who wish to enhance their management skills.
- To provide a graduate education program which emphasizes a strong foundation in Christian ethics and worldview.
- To assist managers and future managers in improving speaking, negotiating, and human relations skills.
- To emphasize the use of technology in management by providing a computer-enhanced program.
- To prepare students at the graduate level for integrating the major functional areas of business into the making of business policy.
- To provide an opportunity for executives and future executives to apply theory to real-life business and industry situations.
- To help managers develop a global perspective by providing a study of foreign political, technical, and economic structures in relation to business practices.

### Graduation Requirements

- Successful completion of the M.B.A. core curriculum with a minimum cumulative GPA of 3.00. A student must repeat any course in which he/she earned a grade lower than a C-.
- A student may have no more than two grades of C, C+, or C-.
- Student will be required to pass successfully a comprehensive exam.
- All credit applied toward the M.B.A. degree must have been completed within six years of matriculation at Belhaven. (No more than six semester hours of transfer graduate course work will be accepted. Transfer work must be from a regionally-accredited college or university and must have been completed within six years of matriculation in Belhaven's M.B.A. program.)
- Payment of all tuition and fees.
- Applications for degree completion audits must be made online by the deadlines listed in the calendars at least eight months prior to the anticipated degree completion. Failure to do so on schedule may result in a delay in the ceremony participation or receipt of diploma.

**M.B.A.:** 36 hours to include MSL 601, MBA 612, 613, 624, 640, 643, 646, 658, 664, 680, 682, and 687.

### MBA Concentrations

Students wishing to add a concentration (Health Administration, Human Resources, Leadership, or Sports Administration) within the MBA may do so at any point in the degree program prior to graduation. Each of the



concentrations below when added to the MBA result in a total of 42 credit hours for the MBA and corresponding concentration.

**MBA with Health Administration concentration** – 42 hours to include MSL 601, MBA 612, 613, 624, 640, 643, 646, 658, 664, 680, 687, and MHA608, 646, and 668.

**MBA with Human Resource concentration** - 42 hours to include MSL 601, MBA 612, 613, 624, 640, 643, 646, 658, 664, 680, 687, and 9 hours from MSL 660, 661, 662 and 663.

**MBA with Leadership concentration** - 42 hours to include MSL 601, MBA 612, 613, 624, 640, 643, 646, 658, 664, 680, 687, MSL 630, 665, and 668.

**MBA with Sports Administration concentration** - 42 hours to include MSL 601, MBA 612, 613, 624, 640, 643, 646, 658, 664, 680, 687, and MSA 608, 646, and 668.

**Finance Certificate:** 18 hours from the following: MSL 601, MBA 612\*, 643\*, 671, 672 and 673.

\*Must be complete with 3.0 or better. Transfer courses will be considered.

## Masters in Health Administration

### Graduation Requirements

- Successful completion of the M.H.A. core curriculum with a minimum cumulative GPA of 3.00. A student must repeat any course in which he/she earned a grade lower than a C-.
- A student may have no more than two grades of C, C+, or C-.
- All credits applied toward the M.H.A. degree must have been completed within six years of matriculation at Belhaven. (No more than six semester hours of transfer graduate course work will be accepted. Transfer work must be from a regionally-accredited college or university and must have been completed within six years of matriculation in Belhaven's M.H.A. program.)
- Payment of all tuition and fees.
- Applications for degree completion audits must be made online by the deadlines listed in the calendars at least eight months prior to the anticipated degree completion. Failure to do so on schedule may result in a delay in the ceremony participation or receipt of diploma.

**M.H.A. :** 36 hours to include MSL 601, 630, 640, 660, 665, 686, MHA 608, 624, 643, 646, 668, 670.

**M.H.A. Certificate:** 15 hours from the following: MSL 601, MHA 608, 624, 646, and 668.

## Masters in Public Administration

The Master of Public Administration degree program is a 36 semester credit hour graduate program designed to enhance the professional skills of public administrators and executives. The program is designed for adult professionals who seek to develop and increase their management and leadership roles in government, education, the not for profit sector, and other areas of their professional lives.

Designed to develop the individual's ability to comprehend internal and external social, legal, political, and economic forces as they affect the decision-making process within the organization, the program has been structured to serve holders of baccalaureate degrees in a variety of disciplines.

### Objectives of the Master of Public Administration Program

- Practice servant leadership using Christ as the model in serving people and society.
- Provide leadership, vision, and strategic planning in a variety of organizations and environments.
- Prepare to lead others in environments increasingly characterized by change and complexity.
- Master principles of human behavior and motivation to maximize use of human resources.
- Master key functional area skills in communications, human resources, accounting, governmental finance, economics, and public policy analysis.
- Appreciate the trend to interdependency between local, state, and federal agencies and the need to continually update leadership principles and techniques.

- Complete a significant hands-on project in a live organization and integrate the knowledge and skills from all courses taken.
- Develop organizational-wide skills in structure, coordination, policy, and design of subunits.
- Master methods of organizational change and development
- Develop the ability to apply the most recent research and concepts emerging in management and leadership.
- Interact with executive level leaders from the community to identify current challenges and strategies available to address them.
- 

### Graduation Requirements

- Successful completion of the M.P.A. core curriculum with a minimum cumulative GPA of 3.00. A student must repeat any course in which he/she earned a grade lower than a C-.
- Students are allowed no more than two (2) C's over the course of their MPA program.
- Students will be required to pass successfully MPA 613 *Management Research Methods- Project III*.
- All credits applied toward the M.P.A. degree must have been completed within six years of matriculation at Belhaven. (No more than six semester hours of transfer graduate course work will be accepted. Transfer work must be from a regionally-accredited college or university and must have been completed within six years of matriculation in Belhaven's M.P.A. program.)
- Payment of all tuition and fees.
- Applications for degree completion audits must be made online by the deadlines listed in the calendars at least eight months prior to the anticipated degree completion. Failure to do so on schedule may result in a delay in the ceremony participation or receipt of diploma.

**M.P.A.:** 36 hours to include MSL 601, MPA 603, 604, 605, 606, 607, 608, 609, 610, 611, 612 and 613.

**M.P.A. with Human Resources Concentration:** 42 hours to include MSL 601, MPA 603, 604, 605, 606, 607, 608, 609, 610, 611, 612 and 613, and 6 hours from the following: MSL 661, 662 and 663.

**M.P.A. Certificate:** 15 hours from the following: MSL 601, MPA 607, 609, 611, and 612.

### Masters in Science in Leadership

The Master of Science in Leadership degree program is a 36 semester credit hour graduate program designed to enhance the professional skills of business managers and executives. The program is designed for adult professionals who seek to develop and increase their management and leadership roles in business, education, church, and other areas of their professional lives.

Designed to develop the individual's ability to comprehend internal and external social, legal, political, and economic forces as they affect the decision-making process within the organization, the program has been structured to serve both holders of baccalaureate degrees in business as well as other disciplines.

#### Objectives of the Master of Science in Leadership Program

The following are Executive Development Learning Objectives of the M.S.L. program:

- Practice servant leadership using Christ as the model in serving people and society.
- Provide leadership, vision, and strategic planning in a variety of organizations and environments.
- Prepare to lead others in environments increasingly characterized by change and complexity.
- Master principles of human behavior and motivation to maximize use of human resources.
- Master key functional area skills in marketing, entrepreneurship, accounting, finance, and economics.
- Appreciate the trend to a global world and the need to continually update leadership principles and techniques.
- Complete a significant hands-on project in a live organization and integrate the knowledge and skills from all courses taken.
- Develop organizational-wide skills in structure, coordination, policy, and design of subunits.
- Master methods of organization change and development.
- Develop the ability to utilize the most recent tools and concepts emerging in management and leadership.
- Interact with executive level leaders from the community to identify current challenges and optional strategies to address them.

**Graduation Requirements**

- Successful completion of the M.S.L. core curriculum with a minimum cumulative GPA of 3.00. A student must repeat any course in which he/she earned a grade lower than a C-.
- A student may have no more than two grades of C, C+, or C-.
- Students will be required to pass successfully MSL 670 Leadership Capstone.
- All credits applied toward the M.S.L. degree must have been completed within six years of matriculation at Belhaven. (No more than six semester hours of transfer graduate course work will be accepted. Transfer work must be from a regionally-accredited college or university and must have been completed within six years of matriculation in Belhaven's M.S.L. program.)
- Payment of all tuition and fees.
- Applications for degree completion audits must be made online by the deadlines listed in the calendars at least eight months prior to the anticipated degree completion. Failure to do so on schedule may result in a delay in the ceremony participation or receipt of diploma.

**M.S.L. :** 36 hours to include MSL 601, 624, 630, 640, 643, 646, 658, 660, 665, 668, 670, 686.

**M.S.L. with Human Resources concentration -** 42 hours to include MSL 601, 624, 630, 640, 643, 646, 658, 660, 665, 668, 670, 686 and 6 hours from the following: MSL 661, 662 and 663.

**M.S.L. with Ministry concentration -** 36 hours to include MSL601, 630, 640, 658, 660, 665, 668, 670, and 686, and MIN 610, 620, and 630.

**Certificate in Human Resources:** 15 hours from the following: MSL 601, 660, 661, 662 and 663.

**Certificate in Leadership:** 15 hours from the following: MBA 640, MSL 601, 630, 665 and 668

**Masters in Sports Administration****Graduation Requirements**

- Successful completion of the M.S.A. core curriculum with a minimum cumulative GPA of 3.00. A student must repeat any course in which he/she earned a grade lower than a C-.
- A student may have no more than two grades of C, C+, or C-.
- All credits applied toward the M.S.A. degree must have been completed within six years of matriculation at Belhaven. (No more than six semester hours of transfer graduate course work will be accepted. Transfer work must be from a regionally-accredited college or university and must have been completed within six years of matriculation in Belhaven's M.S.A. program.)
- Payment of all tuition and fees.
- Applications for degree completion audits must be made online by the deadlines listed in the calendars at least eight months prior to the anticipated degree completion. Failure to do so on schedule may result in a delay in the ceremony participation or receipt of diploma.

**M.S.A. :** 36 hours to include MSL 601, 630, 660, 665, 686, MBA 640, MSA 608, 624, 643, 646, 668, 670.

**Certificate in Sports Administration:** 15 hours from the following: MSL 601, MSA 608, 624, 646 and 668

**GRADUATE SCHOOL OF EDUCATION****The Graduate School of Education Mission Statement**

*Educator as Servant Leader  
Learning to Lead – Leading to Serve*

The School of Education seeks to produce not only effective professional educators but also to develop concerned, compassionate educators who value each individual learner and who are dedicated to helping all students learn and reach her or his and fulfill God-given potential. The School of Education's goal is the development of *Teachers and Administrators as Servant Leaders*, professionals committed to transforming teaching, learning, and schooling – professionals dedicated to

leading and creating positive learning environments where all learners have the opportunity to gain knowledge, understanding, and wisdom, as well as cultivate the virtues and skills necessary to become productive and responsible citizens.

The faculty in the Belhaven School Graduate of Education believe that well-prepared teachers and administrators as professional educators are committed to the education profession and in helping to improve the educational environment and our schools. At Belhaven, we challenge individuals to stretch themselves as effective educators, to take the lead in their schools, develop a heart of service in their communities and to make a difference in the engagement and learning of all children, thereby having a positive impact on each child's life.

Belhaven University has a long tradition of academic excellence in preparing teachers. Originally founded as a woman's college, Belhaven's first "professional degree" was in teacher education. Since that time, the University has produced thousands of teachers who have taught in Mississippi and other states throughout the United States, as well globally throughout the world.

Building on the University's tradition, the Belhaven University Graduate School of Education now offers a Master of Arts in Teaching, three graduate Master's of Education Degrees, an Education Specialist Degree in School Leadership and Supervision, and a Doctor of Education in Educational Leadership. All courses in each degree are offered online with optional on-ground Support Seminars. Courses are offered online during 8 week sessions, with Support Seminars offered on-ground the first, the fourth, and the seventh weeks of each session. Support Seminars take place on the Jackson, MS campus. When enrollment numbers warrant, Support Seminars may be offered at the DeSoto/Southaven, MS campus and/or at a location in the Gulfport, MS area.

The **Master of Arts in Teaching** has been designed to meet the Mississippi Department of Education (MDE) requirements for Alternate Route Teacher Certification in the state of Mississippi.

The three **Masters of Education (M.Ed.)** include the:

- 1) Master of Education in Curriculum and Instruction (M.Ed./C & I - Elementary and Secondary),
- 2) Master of Education in Reading Literacy (M.Ed./RL),
- 3) Master of Education in School Leadership and Supervision (M.Ed./ADM)

Each degree is designed to meet different educational leadership needs. The Master of Education meets the needs of professional teachers who already are certified and desire a graduate specialty or a leadership role in elementary or secondary education. The Master's Degree in Reading Literacy (M.Ed./RL) is intended for those who hold a valid standard teaching license and are currently teaching in a school. The M.Ed./RL in reading can advance teachers into supervisory and leadership roles in education. The Master of Education in School Leadership and Supervision (M.Ed./ADM) is designed for those educators desiring to serve as school administrators. This degree is intended to lead to a Mississippi School Administrator's Licensure.

The Graduate School of Education offers two **Education Specialist (Ed.S.)** degrees, one for those candidates who already hold a Master's degree but are seeking school leadership and supervision roles leading to administrator's licensure (Ed.S. licensure) while the other Ed.S. degree is for those who hold a Master's degree and either do not desire to seek school administrator licensure or who already have a school administrator's license (Ed.S. non-licensure). For those qualifying candidates who desire to continue in their plan of study and desire to earn an Ed.D. degree, both Education Specialist degrees encompass the core professional specialized courses (33 credit hours) that can be incorporated into Phase I of the Doctor of Education program.

The **Doctor of Education (Ed.D.)** in Educational Leadership has been designed for the professional educator engaged in education and schooling. This degree program is dissertation-based and intended for practitioners who presently hold leadership roles in education or those who aspire to leadership positions of influence through appointments in elementary/secondary educational school settings.

While serving different audiences, all degree programs acknowledge the expertise, experience, and needs of adult learners. All programs foster inquiry into the nature of learning and the effects of teaching, transfer of theory to practice, self-directed learning and reflection, collegial interaction with peers, commitment to innovation and change, and the development of leadership skills and professional efficacy.

Belhaven offers a challenging educational experience for practicing and aspiring educators who desire to enhance their knowledge and skills. Our faculty and staff are committed to preparing professional educators who can provide distinctive Christian leadership and service in the classroom, the school, and the community.

## PROGRAM ALIGNMENT TO STATE AND NATIONAL PROFESSIONAL STANDARDS

The Belhaven University Graduate School of Education has designed and developed its core curriculum for the M.Ed. and Ed.S. in Educational Leadership/School Administration and Supervision to address both the *Professional Standards for Educational Leaders (PSEL)* and the *National Educational Leadership Preparation Standards for Building Level Leaders (NELP)*, as well as align with the *Mississippi Educator & Administrator Growth System*. The NELP Standards, which are aligned to the **2015 Professional Standards for Educational Leaders (PSEL)** serve a distinct purpose in that they provide specificity around performance expectations for beginning level building and district leaders. Whereas the PSEL standards define educational leadership broadly, the NELP standards specify what novice leaders and program graduates should know and be able to do as a result of their completion of a high quality educational leadership preparation program.

### THE BELHAVEN SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK AND EDUCATOR PREPARATION PROVIDER STANDARDS (BEPPS)

Serving as the Educator Preparation Provider (EPP) for Belhaven University the Graduate School of Education's Mission Statement is:

*To prepare effective professional educators who demonstrate both academic excellence and professional knowledge while providing distinctive Christian leadership and service to all students, parents, and communities.*

The conceptual framework and the **Belhaven Educator Preparation Provider Standards (BEPPS)** identified by the School of Education are the foundation for the EPP's Quality Assurance Assessment System and reflect and inform candidate assessments of the following objectives:

#### **BEPP Standard 1: Vision and Mission**

*The candidate supports and promotes, an academic and values centered, vision and mission to other teachers, staff, parents, and community to ensure that high quality teaching, learning, and schooling are implemented and continuous school improvement is taking place.*

#### **BEPP Standard 2: Knowledge of Content**

*The candidate assures that they utilize knowledge of content in creating learning opportunities that make subject matter meaningful and useful and promotes the growth and development of all students.*

#### **BEPP Standard 3: Learning Environments**

*The candidate promotes academic success and personal wellbeing of students by assuring that they design and manage learning environments that accommodate a diverse population, provide for individual differences, and enhance student learning and achievement.*

#### **BEPP Standard 4: Instructional Methods**

*The candidate, in cooperation with other school educators, selects and implements a variety of instructional methods & teaching strategies that develop students' critical thinking, problem solving, & performance skills.*

#### **BEPP Standard 5: Assessment**

*The candidate promotes appropriate and meaningful assessments and analyzes assessment data to monitor and document individual student learning, grade level growth, classroom, and school advancement in order to inform improvements in instruction, the impact on student learning, and school enhancement.*

#### **BEPP Standard 6: Professional Growth**

*The candidate employs the tools of self-evaluation and reflection and utilizes available resources to support professional growth as an educator and leader, to create a culture of professionalism and promote student learning, foster improved instruction, and be an advocate for school enhancement.*

#### **BEPP Standard 7: Professional Dispositions**

*The candidate integrates and exhibits the Christian worldview in building inclusive learning environments that address the needs, perspectives, and diversity among students, families, colleagues, and communities. The candidate manifests the ethical principles and dispositions of a Christian professional educator and is a role model both in and outside of the school building, the district, and the community.*

## MASTER OF ARTS IN TEACHING – MAT

### Master of Arts in Teaching - MAT

Leading to Mississippi Alternate Route Teacher Certification – MAT-Alt/Cert

|  |                       |
|--|-----------------------|
| EDU 501 Measurement and Evaluation Strategies  | 3                     |
| EDU 502 Dimensions of Learning I   | 3                     |
| EDU 503 Dimensions of Learning II  | 3                     |
| EDU 506 Classroom Management and Organization  | 3                     |
| <b>Master of Arts in Teaching Mississippi Alternate Route Teacher Certification 4 Required Courses</b> | <b>12 Credit Hrs.</b> |

|  |                       |
|--|-----------------------|
| EDU 602 Psychology of the Exceptional Child              | 3                     |
| EDU 612 Curriculum Planning and Organization             | 3                     |
| EDU 621 Assessing Student Learning                       | 3                     |
| EDU 622 Teaching Reading and Math Skills                 | 3                     |
| EDU 625 Instructional Leadership Skills in the Classroom | 3                     |
| EDU 628 Advanced Instructional Strategies                | 3                     |
| REA 617 Reading in the Content Areas                     | 3                     |
| <b>Courses for MAT Degree Completion</b>                 | <b>21 Credit Hrs.</b> |

Total 33 Credit Hrs.

**NOTE: Candidates seeking MS Alternate Route Teacher Certification must assume responsibility for fulfilling all state requirements including passing all state testing requirements.**

### Master of Arts in Teaching – MAT – Non Licensure

|   |   |
|---|---|
| EDU 501 Measurement and Evaluation Strategies                           | 3 |
| EDU 506 Classroom Management and Organization                           | 3 |
| EDU 511 Foundations of Reading*   | 3 |
| For those seeking to be licensed to teach Elementary Grades 4-5-6       |   |
| EDU 602 Psychology of the Exceptional Child                             | 3 |
| EDU 612 Curriculum Planning and Organization                            | 3 |
| REA 617 Reading in the Content Areas                                    | 3 |
| EDU 621 Assessing Student Learning                                      | 3 |
| EDU 622 Teaching Reading & Math Skills                                  | 3 |
| EDU 624 Issues and Innovations in Education*                            | 3 |
| For those seeking to be licensed to teach Upper Division Grades 7-12    |   |
| EDU 625 Instructional Leadership Skills in the Classroom and Comp Paper | 3 |
| EDU 628 Advanced Instructional Strategies                               | 3 |
| EDU 631 Individual Instruction for Children with Learning Problems      | 3 |
| <b>Courses for MAT Degree Completion</b>                                |   |
| <b>Total 33 Credit Hrs.</b>   |   |

\*The candidate takes either EDU 511 or EDU 624. Only one of the two courses is required for the degree depending on the grade level the candidate seeks to be certified to teach.

The Belhaven University School of Education will NOT provide school districts or individuals with letters for the Special Non-Renewable License stating Unconditional Acceptance of candidates enrolled in the MAT/Non-Licensure degree program.



The Master of Arts in Teaching – Non-Licensure degree program does not require the two Mentor/Internship courses as found in the MAT – ALT/CERT program. Courses that replace the two Mentor/Internship courses: DIMENSIONS OF LEARNING I & II required in the MAT-ALT/CERT-LICENSURE degree program.

The Master of Arts in Teaching/Non-Licensure degree program does not lead to any form of teaching licensure or certification. This degree program does not qualify a candidate to graduate with a Mississippi Department of Education Alternate Route Teacher Certificate or with any other teaching certifications or endorsements within the United States.

## **MASTER OF EDUCATION – M.ED.**

### **Master of Education – M.Ed.**

Includes 24 Core Credit Hours Plus 9 Credit Hours in an Area of Emphasis for a Total MED Degree of 33 Credit

#### **Master of Education – M.Ed.**

##### **Required Core (24 credit hours):**

|  |   |
|--|---|
| EDU 600 M.Ed. Orientation Seminar                        | 0 |
| EDU 610 Research Methods and Procedures                  | 3 |
| EDU 612 Curriculum Planning and Organization             | 3 |
| EDU 621 Assessing Student Learning                       | 3 |
| EDU 623 Technology in Education                          | 3 |
| EDU 625 Instructional Leadership Skills in the Classroom | 3 |
| EDU 628 Advanced Instructional Strategies                | 3 |
| EDU 630 Engaging Student Learners                        | 3 |
| REA 617 Content Area Literacy                            | 3 |

#### **Master of Education – M.Ed.**

##### **Areas of Emphasis – Candidates Choose One of Two Areas of Emphasis (9 credit hours)**

##### **M.Ed. – Area of Emphasis: Curriculum and Instruction - M.Ed./C&I (Elementary or Secondary: Pending Candidate's Area of Initial Teacher Licensure)**

|  |   |
|--|---|
| EDU 624 Issues & Innovations in Education                            | 3 |
| EDU 631 Individual Instruction for Children with Learning Problems   | 3 |
| EDU 636 Supervision of Instruction: Collaborating for Accountability | 3 |

**or**

##### **M.Ed. – Area of Emphasis: Educational Technology**

|   |   |
|---|---|
| EDU 641 Integrating Technology into the Curriculum        | 3 |
| EDU 642 Using Technology to Assess Learning & Manage Data | 3 |
| EDU 643 New & Emerging Technologies                       | 3 |

Total 33 Credit Hrs

### **Master of Education – M.Ed. (School Leadership & Supervision - Administrator License)**

#### **Master of Education – M.Ed. ADM (School Leadership & Supervision – Leading to Mississippi School Administrator License)**

##### **Required Courses (33 credit hours):**

|   |   |
|---|---|
| EDU 644 School and Community Relations                            | 3 |
| EDU 645 Enhancing Curriculum & Instructional Capacity             | 3 |
| EDU 646 School Law and Ethical Principles                         | 3 |
| EDU 650 Leadership & Management for Effective & Efficient Schools | 3 |
| EDU 655 Equity and Cultural Leadership                            | 3 |
| EDU 657 Assessment for Continuous School Improvement              | 3 |
| EDU 667 Operations and Fiscal Management                          | 3 |
| EDU 669 Human Resource Leadership                                 | 3 |
| EDU 675 Instructional Leadership Comprehensive Paper              | 3 |
| EDU 677*Principal Internship I                                    | 3 |

EDU 678\*Principal Internship II 3  
 Total 33 Credit Hrs

\*Once completing the courses for an M.Ed. Degree in School Administration leading to a **Mississippi State Administrator’s License**, candidates will be required to take and pass **The School Leaders License Assessment Exam (SLLA)** as part of the **EDU 677 Principal Internship course** and *as a condition for the degree completion and graduation.*

*NOTE: Candidates seeking administrator certification must assume responsibility for fulfilling all state requirements. Completion of the Master of Education does not lead to nor does it guarantee licensure.*

**Master of Education in Reading Literacy – M.Ed.-R/L**

**Master of Education in Reading Literacy – M.Ed.-R/L**

**Required Courses (33 credit hours):**

|  |                     |
|--|---------------------|
| EDU 600 M.Ed. Orientation Seminar                        | 3                   |
| EDU 610 Research Methods and Procedures                  | 3                   |
| EDU 630 Engaging Student Learners                        | 3                   |
| EDU 612 Curriculum Planning and Organization             | 3                   |
| REA 608 Early Literacy Instruction                       | 3                   |
| REA 611 Literature and Literacy                          | 3                   |
| REA 617 Content Area Literacy                            | 3                   |
| REA 622 Teaching Reading Skills and Comprehension        | 3                   |
| REA 627 Middle Grade Literacy (4-8)                      | 3                   |
| REA 629 Literacy Assessment, Diagnosis, and Remediation  | 3                   |
| REA 632 Practicum in Reading                             | 3                   |
| EDU 625 Instructional Leadership Skills in the Classroom | 3                   |
|  | Total 33 Credit Hrs |

*Candidates will be required to take and successfully pass the Foundations of Reading Test as a prerequisite to taking REA 632 and EDU625.*

*NOTE: Candidates seeking reading certification must assume responsibility for fulfilling all state requirements. Completion of the Master of Reading does not lead to nor does it guarantee licensure.*

**EDUCATION SPECIALIST – ED.S.**

**Education Specialist – Ed.S. (Educational Leadership & Supervision – (Licensure)**

**Education Specialist Ed.S. (Educational Leadership & Supervision - Leading to Mississippi School Administrator License)\***

**Required Courses (33 credit hours):**

|   |                     |
|---|---------------------|
| EDU 744 School and Community Relations                            | 3                   |
| EDU 745 Enhancing Curriculum & Instructional Capacity             | 3                   |
| EDU 746 School Law and Ethical Principles                         | 3                   |
| EDU 750 Leadership & Management for Effective & Efficient Schools | 3                   |
| EDU 755 Equity and Cultural Leadership                            | 3                   |
| EDU 757 Assessment for Continuous School Improvement              | 3                   |
| EDU 767 Operations and Fiscal Management                          | 3                   |
| EDU 769 Human Resource Leadership                                 | 3                   |
| EDU 775 Educational Leadership Comprehensive Paper                | 3                   |
| EDU 777*Principal Internship                                      | 6                   |
|   | Total 33 Credit Hrs |

\*Once completing the courses for an ED.S. Degree in School Administration leading to a **Mississippi State Administrator’s License**, candidates will be required to take and pass **The School Leaders License Assessment Exam (SLLA)** as part of the **EDU 777 Principal Internship course** and *as a condition for the degree completion and graduation.*

*NOTE: Candidates seeking administrator certification must assume responsibility for fulfilling all state requirements. Completion of the Education Specialist Degree does not lead to nor does it guarantee licensure.*

**Education Specialist – Ed.S. (Educational Leadership - (Non-Licensure)****Education Specialist Ed.S. Educational Leadership – (non-licensure)\*****Required Courses (33 credit hours):**

|  |                            |
|--|----------------------------|
| EDU 766 Quality Assurance Assessment Systems                             | 3                          |
| EDU 768 Leadership in the Educational Organization                       | 3                          |
| EDU 770 School Leadership & Public Relations                             | 3                          |
| EDU 771 Advanced School Law & Ethics                                     | 3                          |
| EDU 772 School Organization Analysis                                     | 3                          |
| EDU 773 Leadership for School Conflict Resolution                        | 3                          |
| EDU 774 Trends & the Future in Elementary/Secondary Education            | 3                          |
| EDU 775 Educational Leadership Comprehensive Paper                       | 3                          |
| EDU 776 Politics of Educational Change                                   | 3                          |
| EDU 778 Historical & Philosophical Perspectives on Educational Practices | 3                          |
| EDU 779 Contemporary & Global Considerations in Education                | 3                          |
|  | <b>Total 33 Credit Hrs</b> |

\* Up to 33 credit hours from the Education Specialist Degree (Ed.S.) - MS Administrator Licensure may be applied to the Doctorate of Education Degree (Ed.D.) in Educational Leadership for those candidates who qualify and desire to continue in the program to earn their Ed.D.

Hours to be transferred from an Ed.S. degree other than School Administration will be evaluated on an individual basis for consideration to be applied to the Ed.D.

**Graduation Requirements – Masters and Education Specialist Degree Programs**

- Successful completion of the degree curriculum with a minimum cumulative GPA of 3.00.
- No more than two C or C+ grades are permitted in the course of the program.
- Once two C's are earned, a student must repeat any subsequent course in which he/she earns a grade of C or below.
- Graduate education candidates are required to successfully complete all course Artifacts and the Comprehensive Capstone Paper in order to confirm the knowledge base gained during the course of their plan of study by articulating and demonstrating their ability to critically reflect, evaluate, analyze, and synthesize the content and applied in education and schooling today.→ See the Graduate School of Education Handbook for specific requirements.
- Candidates in the M.Ed./RL program are required to take and pass the *Foundations of Reading Test as a condition for the degree completion and graduation.*
- Candidates in the M.Ed. /ADM or Ed.S. (licensure) program in School Administration leading to a Mississippi State Administrator's License will be required to take and pass *The School Leaders License Assessment Exam (SLLA)* as part of the EDU 677 or EDU 777 Principal Internship course and *as a condition for the degree completion and graduation.*
- All credit applied toward the degree must have been completed within five years of matriculation at Belhaven. (No more than six semester hours of transfer graduate course work will be accepted. Transfer work must be from a regionally-accredited college or university and must have been completed within five (5) years of matriculation in Belhaven's program.)
- Payment of all tuition and fees.
- Applications for degree completion audits must be made online by the deadlines listed in the calendars at least eight months prior to the anticipated degree completion. Failure to do so on schedule may result in a delay in the ceremony participation or receipt of diploma.

**DOCTOR OF EDUCATION – ED.D.****Ed.D. Information and Requirements**

- Candidates will be assigned a Graduate School of Education faculty professor to serve as their advisor and Dissertation Committee Chairperson.
- All courses are offered in an online format. However, candidates will be required to attend three (3), Residency sessions lasting from 1 to 3 days, hosted on the main Belhaven University Jackson campus.
- During Residency Sessions, special rates will be arranged with a local hotel for candidates needing overnight accommodations.
- All courses must be completed with a letter grade of B or better.
- Candidates will be required to complete all courses in *Phase I: Professional Specialized Courses* before they may advance in the program.

- **\*NOTE: up to 33 credit hours in Phase I will be evaluated and may be transferred into the program from an Education Specialist in School Administration degree. Hours to be transferred from an Ed.S. other than School Administration will be evaluated on an individual basis.**
- EDU 775: Educational Leadership Comprehensive Paper will serve as the candidate’s comprehensive program evaluation; there is no Comprehensive Examination requirement.
- Before a candidate can progress and begin the Dissertation hours, he/she will be required to successfully complete **Transition Phase II: Pre-Dissertation** by attending Residency 1 (R1) on the main Belhaven University Jackson campus by completing courses, EDU 700, EDU 701, & EDU 703.
- Candidates will have a seven year (7) timeframe in which to complete their plan of study, as well as defend their Dissertation. The seven year time begins upon the candidate’s date of successful completion of their first course in the Professional Specialized Phase I.
- Candidates will be responsible for and required to follow all information found in the Belhaven University **Graduate School of Education Doctoral Handbook** found on the University’s Blazenet online site.

**Program Distinctives**

- The program has been designed for the educational practitioner. Consideration has been given in developing the program in order to be user friendly for those professional teacher adult learners currently holding school positions and having family obligations.
- All courses are offered online with three, one to three day Residency requirements: (R1), (R2), and (R3).
- Courses are taught by professional experienced educational leaders holding Doctorate Degrees in Education (Ed.D) or Doctorates of Philosophy (Ph.D.), who are Christians, and have been teachers and/or administrators in public/private schools/higher education and/or are currently involved in public/private schools/high education institutions.
- Courses are taught from a Christian worldview perspective.
- The program is accredited the Southern Association of Colleges and Schools Commission on Colleges SACS-COC.
- The program has been designed to address and meet the most current national administrator standards of the Professional Standards for Educational Leaders (PSEL) and the National Educational Leadership Preparation (NELP) standards as well as the Council for the Accreditation of Education Preparation (CAEP) draft standards for advanced programs.

Candidates admitted to the Ed.D. program will be required to complete Four (IV) Transition Phases in the course of their degree program. The four Transitional Phases include three (3) Residency requirements. Residencies are only one, two or, three days in length.

- **Phase I:** Candidates complete their **Professional Specialized Courses**.<sup>\*</sup> No residency requirement
- **Phase II: Pre-Dissertation Phase** – An Introduction to Developing the Dissertation -**Residency 1 (R1)** – 2 days.
- **Phase III:** Candidates complete their **Statistics & Research Design Courses** No residency requirement.
- **Phase IV: Dissertation Phase - Residency 2 (R2)** -3 days and **Residency 3 (R3)** -1 to 2 days.

Up to 33 credit hours from the Education Specialist Degree (Ed.S.) - MS Administrator Licensure may be applied to the Doctorate of Education Degree (Ed.D.) in Educational Leadership for those candidates who qualify.

Hours to be transferred from an Ed.S. degree other than School Administration will be evaluated on an individual basis for consideration to be applied to the Ed.D.

**Doctor of Education – Ed.D. Educational Leadership – Licensure**

**Doctor of Education Ed.D. Educational Leadership – (Licensure)**

**Phase I – Required Courses (33 credit hours):**

**Required Courses (33 credit hours):**

|   |   |
|---|---|
| EDU 744 School and Community Relations                            | 3 |
| EDU 745 Enhancing Curriculum & Instructional Capacity             | 3 |
| EDU 746 School Law and Ethical Principles                         | 3 |
| EDU 750 Leadership & Management for Effective & Efficient Schools | 3 |
| EDU 755 Equity and Cultural Leadership                            | 3 |
| EDU 757 Assessment for Continuous School Improvement              | 3 |
| EDU 767 Operations and Fiscal Management                          | 3 |
| EDU 769 Human Resource Leadership                                 | 3 |
| EDU 775 Educational Leadership Comprehensive Paper                | 3 |
| EDU 777 Principal Internship                                      | 6 |

**Phase II – Pre-Dissertation Phase (First Residency – R1(3 Day Residency Required Attendance on Campus))****Required Courses (6 credit hours):**

|  |   |
|--|---|
| EDU 700 R1) Ed.D. Orientation Seminar        | 1 |
| EDU 701 R1) Advanced Christian Worldview     | 3 |
| EDU 702 R1) Enhanced Writing for Scholarship | 2 |
| EDU 785 R1) Leadership Comprehensive Paper*  | 3 |

\*Leveling course required of those coming into the program with 30 credit hours from an Ed. D.S. Degree.

**Phase III – Statistics & Research Design Phase Required Courses (9 credit hours):**

|                                   |   |
|-----------------------------------|---|
| EDU 705 Research Design & Methods | 3 |
| EDU 710 Research Statistics       | 3 |

Choose 1 of 2 Advanced Research Design Courses

|   |   |
|---|---|
| EDU 712 Advanced Quantitative Statistical Designs | 3 |
| EDU 716 Advanced Qualitative Research Methods     | 3 |

**Phase IV – Dissertation Phase (Second Residency – R2 & R3) Required Courses (12 credit hours):**

|  |   |
|--|---|
| EDU 780 R2) Dissertation Seminar (3 Day Residency Required Attendance on Campus) | 3 |
| EDU 781 Development of Chapters 1 & 2 – Proposal Phase                           | 3 |
| EDU 782 Development of Chapter 3 – Method Phase                                  | 3 |
| EDU 783 Development of Chapters 4 & 5 – Research & Results Phase                 | 3 |
| R3) Dissertation: The Oral Defense (1 to 2 Day Residency Required on Campus)     | 0 |

**Total 60**

**Doctor of Education – Ed.D. (Educational Leadership – Non-Licensure)****Doctor of Education Ed.D. (Educational Leadership – (Non-Licensure))****Phase I – Required Courses (33 credit hours):**

|  |   |
|--|---|
| EDU 766 Quality Assurance Assessment Systems                             | 3 |
| EDU 768 Leadership in the Educational Organization                       | 3 |
| EDU 770 School Leadership & Public Relations                             | 3 |
| EDU 771 Advanced School Law & Ethics                                     | 3 |
| EDU 772 School Organization Analysis                                     | 3 |
| EDU 773 Leadership for School Conflict Resolution                        | 3 |
| EDU 774 Trends & the Future in Elementary/Secondary Education            | 3 |
| EDU 775 Educational Leadership Comprehensive Paper                       | 3 |
| EDU 776 Politics of Educational Change                                   | 3 |
| EDU 778 Historical & Philosophical Perspectives on Educational Practices | 3 |
| EDU 779 Contemporary & Global Considerations in Education                | 3 |

**Phase II – Pre-Dissertation Phase (First Residency – R1(3 Day Residency Required Attendance on Campus))****Required Courses (6 credit hours):**

|   |   |
|---|---|
| EDU 700 R1) Ed.S. & Ed.D. Orientation Seminar | 1 |
| EDU 701 R1) Advanced Christian Worldview      | 3 |
| EDU 702 R1) Enhanced Writing for Scholarship  | 2 |
| EDU 785 R1) Leadership Comprehensive Paper*   | 3 |

\*Leveling course required of those coming into the program with 30 credit hours from an Ed. D.S. Degree.

3

**Phase III – Statistics & Research Design Phase Required Courses (9 credit hours):**

|                                   |   |
|-----------------------------------|---|
| EDU 705 Research Design & Methods | 3 |
| EDU 710 Research Statistics       | 3 |

Choose 1 of 2 Advanced Research Design Courses

|   |   |
|---|---|
| EDU 712 Advanced Quantitative Statistical Designs | 3 |
|---|---|

EDU 716 Advanced Qualitative Research Methods 3

**Phase IV – Dissertation Phase (Second Residency – R2 & R3) Required Courses (12 credit hours):**

|  |                 |
|--|-----------------|
| EDU 780 R2) Dissertation Seminar (3 Day Residency Required Attendance on Campus) | 3               |
| EDU 781 Development of Chapters 1 & 2 – Proposal Phase                           | 3               |
| EDU 782 Development of Chapter 3 – Method Phase                                  | 3               |
| EDU 783 Development of Chapters 4 & 5 – Research & Results Phase                 | 3               |
| R3) Dissertation: The Oral Defense (1 to 2 Day Residency Required on Campus)     | 0               |
|  | <b>Total 60</b> |

**Graduation Requirements**

- Successful completion of the degree curriculum with a minimum cumulative GPA of 3.00.
- No more than two C or C+ grades are permitted in the course of the program.
- Once two C's are earned, a student must repeat any subsequent course in which he/she earns a grade of C or below.
- Graduate education candidates are required to successfully complete all course Artifacts and the Comprehensive Capstone Paper in order to confirm the knowledge base gained during the course of their plan of study by articulating and demonstrating their ability to critically reflect, evaluate, analyze, and synthesize the content and applied in education and schooling today. . See the Graduate School of Education Handbook for specific requirements.
- Candidates in the M.Ed.-R/L program are required to take and pass the *Foundations of Reading Test*.
- All credit applied toward the degree must have been completed within five years of matriculation at Belhaven. (No more than six semester hours of transfer graduate course work will be accepted. Transfer work must be from a regionally-accredited college or university and must have been completed within five (5) years of matriculation in Belhaven's program.)
- Payment of all tuition and fees.
- Applications for degree completion audits must be made online by the deadlines listed in the calendars at least eight months prior to the anticipated degree completion. Failure to do so on schedule may result in a delay in the ceremony participation or receipt of diploma.

## GRADUATE COURSES OF INSTRUCTION

### Business Administration (MBA)

**612 Business Principles I (3).**

An introduction to business fundamentals including Financial Accounting, Business Math and Statistics and Economics. Application of the Christian worldview to the field of business is also discussed.

**613 Business Principles II (3).** Prereq: MBA 612

A continuation of MBA 612 Business Principles I.

**624 Ethical Problems in Business (3).**

Christ centered solutions are emphasized as a means to resolve ethical problems in the business place. Classic ethical systems are reviewed and critiqued through a Christian worldview along with contemporary concerns including social responsibility. Case studies are utilized to help students understand issues relating to real world dilemmas.

**640 Advanced Organizational Behavior (3).**

Fundamental components of organizational structure and design are examined as it relates to behavioral topics including motivation, performance, group and interpersonal dynamics, along with management and leadership issues.

**643 Financial Analysis (3).** Prereq: MBA 612

Students study an array of management and financial concepts and processes including cost of capital, financial planning, resource acquisition, cash flow, financial analysis, risk assessment and reporting. Effects from



government fiscal policies are examined along with market influences. Students acquire skills necessary to conduct a comprehensive evaluation in determining an organization's financial viability.

**646 The Legal Environment of Business (3).**

Students learn the fundamentals of legal contracts, torts, regulatory issues, and managerial responsibilities as agents of an organization. An overview of jurisprudence along with the role of biblical principles in its formation is reviewed. Human resource issues and ethics are also examined.

**658 Managerial Economics (3). Prereq: MBA 613**

Economic theory is examined along with its application to business planning and strategy. Students learn the value of understanding economic principles and information in business decision making. Topics such as supply and demand, consumer choices, and monetary policies, forecasting, economic development and growth are covered.

**664 Marketing Management (3).**

Marketing principles are reviewed along with managerial responsibilities concerning ethics, efficiency, effectiveness, and resource availability. Students learn how to develop a marketing plan and how it supports organizational objectives. Fundamentals of marketing research including design, delivery, data collection, and analysis are covered.

**680 Quantitative Decision Making (3). Prereq: MBA 613.**

This course is designed to prepare that business administration student with quantitative skills and abilities which will be applied in a business-related environment. Areas covered include: designing goods and services, managing quality, forecasting, location and layout strategies, supply chain management, , inventory management, just-in-time and lean operations, descriptive statistics, probability techniques, and regression analysis.

**682 Principles of Executive Leadership (3).**

An in-depth examination of leadership on an executive level with an emphasis on managerial competencies. Topics relating to corporate governance, decision making, contingency models, competency, and performance are covered. Special emphasis on the biblical leadership principles and role models are included.

**687 Strategic Planning (3). Capstone Course**

The role of leadership to maintain a congruent proactive approach for organization effectiveness is studied. Stages in the strategic process including development, implementing, and evaluation are examined. Special focus on organizational alignment in achieving objectives and desired outcomes is studied.

## Ministry Leadership (MML)

**600 The Leader You Are (3).**

This course focuses on helping the student understand the meaning of leadership, and the qualities of leadership excellence modeled by Jesus Christ, along with the unique gifts, talents, and skills he or she brings to the leadership task, and where his or her personality and style fit in the leadership spectrum

**601 Starting Right to Finish Strong: Essentials for Excellence (3).**

This is the introductory overview course for the MML. Beginning students will gather for a week of intensive interaction with faculty, one another, Course content, themselves personally, and mentors. MML 601 will meet on the beautiful Belhaven Campus in Jackson, Mississippi. In addition to stimulating lectures designed to inspire, inform, and encourage, students will participate in SYMBIS, a powerful assessment that will help them understand themselves as persons and leaders with fresh insight. Students will have opportunity to specify and communicate to faculty their own needs and expectations from the MML program. They will also be equipped to use SYMBIS in their own ministry organizations. Students will earn 3 hours of credit for this introductory course. Travel scholarships will be available. Students will be lodged on or near the Belhaven Campus. Housing and food will be provided.

**605 The Kingdom You Serve (3).**

This course shows how the Kingdom of God must be the focus, passion, and priority of all ministry leadership.

**610 Building, Leading, and Sustaining the Dynamic Organization (3).**

This course teaches the nature of the “dynamic organization” as one energized by passion for its Vision, Values, and Mission. It is led by authoritative rather than authoritarian leaders who recognize and resist the tendencies leading to the loss of dynamism. The dynamic organization links employees and/or volunteers relationally and structurally, helping them use their individual gifts, callings and vocations to create services and products that bring transformation and benefit to the markets they serve.

**615 Leadership and Corporate Culture (3).**

This course will show how corporate culture is the “personality” and “face” of the organization to all of its constituents, stakeholders, members, and markets. The culture must be clearly understood and embraced internally before it can be clearly seen and appreciated externally. Thus the corporate culture must be like the “breath in the bones” of the organizational structure, and infused throughout.

**620 Funding and Financial Management for the Non-Profit Ministry Organization (3).**

This course explores the special challenges, opportunities, and best practices relating to funding and financial management for the ministry organization. This course will address the principles and practicalities of raising money from contributors, accessing grants, 501 c 3 status, and other sources, as well as providing learning on sound financial and asset management.

**625 Principles of Effective Management (3).**

This course explores the principles and best practices of overall organizational leadership and management, especially in the context of the ministry organization. The course shows how application of effective management related to all organizational issues and functions leads to successful realization of organizational vision through accomplishment of mission in line with the organization’s stated values.

**630 Marketing and Communications in the Information Age (3).**

This course teaches students how to understand the markets a ministry organization seeks to impact, and effective means of analyzing, planning, and executing an effective communications strategy, utilizing social media, as well as traditional strategies and instruments.

**635 Contemporary Society and the Leadership Future (3).**

This course explores current trends, the potential futures that could arise from them, along with developments not yet evident, and the implications for ministry organizations both in the contemporary setting as well as in planning for the future.

**640 Historic Models and Catalytic Leadership (3).**

This course focuses on the fact that, by definition, ministry organizations are to be transformative in their impact on individuals, institutions, and society itself. The course will examine what genuine transformation is, and how leaders can build and provide continuing leadership of ministry organizations that are truly catalytic.

**670 Capstone: Effective Application of Leadership Essentials (3).**

As the capstone course, this brings together the teaching in all previous courses under the categories of essentials for effective ministry leadership.

## **Business Leadership (MSL)**

**601 Introduction to Graduate Education (3)**

This course provides fundamental research, critical thinking, and writing skills along with introducing Belhaven University’s unique integration of Christian Worldview for adult studies. A general overview of the MBA program is provided along with topics including managerial and leadership theory, team dynamics, performance, and individual effectiveness.

**624 Ethical Problems (3)**

Preparing leaders to resolve complex ethical dilemmas is the focus of this course. Christ-centric values and real world solutions are emphasized. An historical overview of ethical systems and their development is also critiqued under that lens of a Christian Worldview.

**630 Leading Productive Teams (3)**

An analysis of team dynamics and the role of leadership in supporting effective team outcomes is examined. Small group development and team effectiveness are reviewed. Clarifying roles and expectations with the support of a team contract is stressed. Issues relating to diversity, culture, individual proficiency, performance pay, and collective performance evaluations are examined.

- 640 Organizational Behavior (3)**  
Understanding organizational behavioral principles as it relates to underlying structure, design, culture, communication, and interpersonal processes. Special emphasis is placed on analyzing behavioral characteristics of contemporary leadership approaches with biblical principles. Specific approaches and tools to maximize organizational effectiveness are reviewed.
- 643 Financial Analysis (3).**  
An overview of financial, accounting, and budgeting practices and its relationship with organization responsibilities for executive leadership. Planning and control issues, cost of capital, cost and cash budgeting practices, reporting, and working capital management topics are covered. Students develop skills necessary to evaluate an organization's financial viability.
- 646 The Legal Environment of Business (3)**  
An overview of legal obligations and requirements facing organizational leaders. Historical review leading up to our current jurisprudence system along with its biblical roots is examined. Torts, contracts, human resources regulations on state and federal level, legal responsibilities for management as an agent of the organization are representative of topics covered.
- 658 Principles of Executive Leadership (3)**  
An in-depth study of leadership on an executive level. Topics relating to corporate governance, decision making, contingency models, competency, and performance are covered. Special emphasis on the biblical leadership principles and role models are included.
- 660 Human Resource Management (3)**  
An overview of human resource management covering specific issues relating to training, assessments, compensation, recruitment, dismissal, and regulatory requirements. Leadership practices to support employee development and motivation are studied. Ethical considerations are reviewed from a Christian worldview.
- 661 Human Resources Employee Relations (3)**  
This course offers an overview of Training and Organizational Development in Human Resource settings. Topics include intervention strategies, employee empowerment, and organizational transformation and strategic change in the context of human resources. Finally, the role and style of the HR practitioner is discussed in the context of a Christian world view.
- 662 Human Resources Compensation and Benefits (3)**  
This course offers an overview of Total Rewards and compensation package. Students will develop a total compensation philosophy, design and implement a total rewards system. Job analysis, Job evaluation, Job descriptions, FLSA and Compensation Law, Employee Benefits Law, Government Mandated Benefits, and Employer-sponsored Benefits will also be discussed. Finally, compensation and benefits will be discussed in the context of a Christian world view.
- 663 Issues and Innovations in Human Resources (3).**  
A study of current research into critical issues in the human resources, and innovations that affect managing human resources to reach their full potential within organizations.
- 665 Coaching, Mentoring and Resolving Conflicts (3)**  
Students study biblical principles and biblical approaches in resolving workplace conflicts. Special emphasis on personal responsibility and pragmatic outcomes. Personal responsibility and Christ-like character are stressed.
- 668 Organizational Change (3).**  
Developing leaders as effective change agents is the focus of this course. Approaches for assessing organizational readiness for change and strategic planning for effective organizational development are scrutinized. Strategies for overcoming resistance to change are examined. Students are challenged to integrate biblical principles to compliment contemporary change models.

- 670 Leadership Capstone (3).**  
This capstone course integrates core content from all of the courses to demonstrate biblical leadership in providing real world solutions to organizational issues. Special emphasis on decision making and solution development.
- 686 Strategic Leadership (3).**  
The focus of this course is developing and implementing effective strategies to maximize leadership and organizational effectiveness. Innovative approaches in leading organizations in adapting to changing external environmental factors are studied through the use of case studies. Mergers, acquisitions, and multiple approaches to partnerships are analyzed.

## Education (EDU)

### Master of Arts in Teaching (MAT) Courses

#### Mississippi Alternate Route Teacher Certification Courses (Alt/Cert)

- 501 Measurement and Evaluation Strategies (3).** Prereq: EDU-506 or permission from the director of graduate education  
A study of assessment and evaluation theory based on developmental criteria from cognitive, social, language, motor, and affective domains. Students use strategies for analyzing both group performance and individual needs using authentic and ecological measures. Theoretical foundations for evaluation are applied to a practicum experience at one of four levels of licensure: primary, elementary, middle, and secondary.
- 502 Dimensions of Learning I (3).** Prereq: Full Admission (MS – teaching in field of license)  
Supervised internship which provides an emphasis on the application of principles and theories of education using field-based experiences. (**Not offered online** – Candidates must have a teaching position, be observed by the professor, and attend several seminar sessions over the course of the semester.)
- 503 Dimensions of Learning II (3).** Prereq: Full Admission (MS – teaching in field of license)  
A study of the foundations of school law, social and cultural aspects of the school setting. Includes applications in the field. (**Not offered online** – Candidates must have a teaching position, be observed by the professor, and attend several seminar sessions over the course of the semester.)
- 506 Classroom Management and Organization (3).**  
Emphasis on the development of strategies for establishing effective classroom organization and for managing and monitoring student behavior. Strategies encourage the intellectual, personal, and moral development of students.

### Master Education Courses (M.Ed./C&I or M.Ed./Tech)

- 600 Master of Education (MED) Orientation Seminar (0)**  
All candidates admitted to the Masters of Education (M.Ed.) and the Masters of Education in Reading and Literacy (M.Ed.-R/L) programs are required to enroll in this Orientation Seminar. It is a prerequisite linked to the first six hours taken in the program. The Seminar is delivered continuously online and is a no cost, non-credit, Pass/Fail course.
- 602 Psychology of the Exceptional Child (3).**  
A study of the child who follows atypical patterns. Includes assessment practices and teaching techniques applicable to students with various disabilities.
- 610 Research Methods and Procedures (3).**  
An introduction to educational research methodologies that are used to improve instructional decision-making. Research techniques are applied to classroom situations with an introduction to descriptive and inferential statistics.

- 612 Curriculum Planning and Organization (3).** Prereq: EDU 628 or permission from the director of graduate education.  
The development, analysis, and evaluation of the school curriculum with emphasis upon input from the school and community and current research.
- 621 Assessing Student Learning (3).** Prereq: EDU 628 or permission from the director of graduate education.  
An exploration of instructional assessment measures: traditional assessment, norm/criterion-referenced testing, and alternative assessment (performance, portfolio, and product).
- 623 Technology in Education (3).**  
This course is a study in the integration of the use of the computer in the classroom through an investigation of different tools currently available for educators. An opportunity to develop materials for use in the classroom will be provided.
- 625 Instructional Leadership Skills in the Classroom (3). Capstone Course** Prereq: 27 hours of Graduate EDU and REA courses or permission from the director of graduate education **This Capstone Course is required to be taken by all Master Degree Candidates: MAT, M.Ed. (3 areas of emphasis), and M.Ed.R/L.**  
The development of skills and attributes necessary to establish and maintain a positive learning environment that maximizes student achievement. Teaching strategies and models of behavioral management and instruction are emphasized. Candidates will also complete the required **Comprehensive Paper: *Educator as Servant Leader: Living and Modeling a Christian Worldview as a Reflective Practitioner***
- 628 Advanced Instructional Strategies (3).**  
The course focuses on advanced teaching strategies with emphasis on the development of curricular units that promote student understanding through the integration of content from a variety of disciplines, the inclusion of inquiry, and the use of appropriate technologies as tools for teaching and learning. The purpose of the course is to develop educational leaders who can design rigorous learning experiences and authentic performance assessments that promote academic achievement. Priority is given to design principles and best practices that promote higher-order thinking skills and transfer of learning.
- 630 Engaging Student Learners (3).**  
A study of diagnostic instruments and procedures for identifying learning problems and planning remedial instruction appropriate for students in all subject areas.

#### M.Ed. Areas of Emphasis

##### **Curriculum and Instruction Emphasis (M.Ed./C&I)**

- 624 Issues and Innovations in Education (3).**  
A study of current research into critical issues in the elementary school curriculum, organization, and innovations that affect achievement potential.
- 631 Individual Instruction for Children with Learning Problems (3).**  
A study of strategies for providing appropriate educational services for children with mild to moderate learning problems by the use of intervention techniques.
- 636 Supervision of Instruction: Collaborating for Accountability (3).**  
Emphasis is on developing leadership skills in the classroom and with peer teachers, teaching assistants, and other community and school personnel.

##### **Educational Technology Emphasis (M.Ed./Tech)**

- 641 Integrating Technology into the Curriculum (3).**  
This course will enable teachers to select, utilize, evaluate, and modify a wide range of instructional media. Emphasis will be placed on integrating commercially available educational media into the teacher's classroom methodology.
- 642 Using Technology to Assess Learning and Manage Data (3).**  
This course will enable teachers to select, utilize, evaluate, and modify a wide range of media for use in the following: assessing student progress; analyzing state, district, school, and classroom data; and organizing data into understandable presentations. Emphasis will be placed on integrating commercially available media into the collection, organization and presentation of data.

**643 New and Emerging Technologies (3).**

This course is an investigation into the new and emerging technologies available for educators use in the classroom. The course topics will remain flexible to meet the current trends and topics of interest.

**Master of Education - School Leadership & Supervision Courses (M.Ed./Adm)****M.Ed./Adm – School Administrator Licensure****644 School & Community Relations (3)**

In this course candidates will gain an understanding of the political, social, and economic factors that affect a school's relationship with various community agencies and constituencies. Candidates will also have the opportunity to develop professional administrative sensitivity to the various communities that they will be involved. As part of the process, candidates will develop skills in group dynamics and communications as they work with faculty, staff, community leaders, and school families to build a sense of school community. Candidates will become aware of the need to give attention to issues of social justice, fairness, equity, and student achievement. Candidates will learn how to facilitate change and conflict resolution, communicate with parents and community, and involve stakeholders in developing school-wide improvement plans.

*This course addresses **Standard 3.1-3.4: Equity and Cultural Leadership, and Standard 5.1-5.4: Community and External Leadership of the NELP Standards***

**645 Enhancing Curriculum & Instructional Capacity (3)**

Using the State of Mississippi as a focus, this course explores general guidelines, issues, and other foundations for curriculum development and evaluation at elementary, middle, and secondary school levels. This course will help candidates make the transition from thinking of curriculum for a particular subject within a classroom setting to thinking of the philosophical frameworks that help shape curriculum and the curricular approaches and professional learning for schools in order to increase student achievement. Candidates will develop an understanding of the present state and school curriculum and learn how to effectively restructure and implement curriculum to create professional learning opportunities in order to improve teaching and learning. Issues of national and state student testing will be addressed.

*This course addresses **Standard 4.1-4.4: Instructional Leadership of the NELP Standards***

**646 School Law & Ethical Principles (3)**

This course engages candidates in the practice of school law as it relates to legal policies, practice, politics, the relationship of a school district's organization to other units of government, various state boards of education, and the appellate functions of the state and federal court systems. Candidates study school law through a process of reviewing and discussing the federal and state constitutions, statutes, regulations, board of education policies, and case law. Consideration and discussion is given to policies regarding "freedom issues" for Christian educators and students in the public school system.

This course explores the ethical dimensions of leadership behavior and the state of Mississippi's Professional Code of Ethics. Candidates examine various ethical dilemmas that educational leaders confront and apply ethical frameworks to resolve those dilemmas. Candidates will read, discuss, analyze, and apply frameworks of professional ethical leadership and decision making to gain the knowledge and skills to create a culture of ethical integrity through their individual leadership.

*This course addresses **Standard 2.2, - 2.4: Ethics and Professional Norms, Standard 3.1, - 3.4: Equity and Cultural Leadership, and Standard 6.4: Operations and Management- Legal Compliance of the NELP Standards***

**650 Leadership & Management for Effective & Efficient Schools (3)**

This course examines current issues that affect elements of educational leadership and administration. The course addresses school leadership and management as a building administrator, as well as issues of district-level leadership and administration. The course includes an examination of the leadership, management skills, and professional dispositions required as an administrator in dealing within the school as well as other organizations. Emphasis will be placed upon the processes by which change is brought about in dealing with decision making, programming, communicating, motivating, controlling, and evaluating in order to realize effective and efficient schools.

*This course addresses **Standard 1.1-1.4: Mission, Vision, and Core Values of the NELP Standards***

**655 Equity and Cultural Leadership (3)**



This course focuses on concepts and techniques of leadership for student learning and the demanding roles administrators are facing in a society with increasing diverse student populations and diversity in additional extended spheres. The course is designed to help administrator candidates cultivate a sensitive and understanding in becoming a culturally responsive educational leader and to act and think in ways that take full advantage of learning opportunities for diverse populations, as well as all candidates. Issues include the ramifications of an ever increasing diverse population and how these issues are having an impact on how we teach students, the ways schools facilitate student achievement, and the changing nature of learning in the information age.

*This course addresses Standard 3: Equity and Cultural Leadership of the NELP Standards*

### **657 Assessment for Continuous School Improvement (3)**

Assessment is an integral part of teaching and learning in the day of “Big Data”. Administrators use informal and formal assessments on an ongoing basis to make decisions about the school’s teachers and their role in the academic achievement of their schools. In this course, candidates will learn to evaluate the success of their teachers’ instruction, and to monitor the classroom academic climate in order to inform improved student learning. Candidates in this course will gain a better appreciation of why school, teacher, student, and classroom-based assessments have become a critical component of the instructional and evaluation process needed to inform school improvement.

In this course, candidates will develop an assessment system which could be implemented in a school building and that is aligned with national and state educational objectives. This course will also include activities evaluating “hard assessment data” in order to develop school improvement plans.

*This course addresses Standard 1.4 Mission, Vision, and Core Values – Improvement and Standard, and 6.1 & 6.2: Operations and Management of the NELP Standards*

### **667 Operations and Fiscal Management (3)**

In this course, candidates examine comprehensive principles for leadership to develop schools as teaching and learning communities to implement a collaborative working framework for all teachers/employees in the school building. It is a critical study, including research, to discover methods and designs from elementary and secondary school administrators who have had positive results in student achievement and the development of a positive school building climate, as well as a positive teacher community. Administrative candidates will examine the supervisory roles of school leaders in creating a supportive environment for teacher communities in order to impact effective teaching, student learning, and school improvement.

*This course addresses 6.1 & 6.4: Operations and Management of the NELP Standards*

### **669 Human Resource Leadership (3)**

This course is aimed to provide building level administrators with the concepts, strategies, and assessment measures to evaluate and manage school personnel, as well as develop an understanding of the principles and issues of public school finance and facilities. Candidates will assess the current economic environment and its impact on schools; state, local and federal taxation; state school aid theory and practice; school district indebtedness; statutory school budget and fiscal controls; various cost-quality instruments; and the role of the school leader in school fiscal structure and decision making in relation to local, state and federal requirements. Candidates will apply their developing knowledge of the budget process in creating a fiscally responsive budget for a content area department and school site.

Candidates will also explore policy, guidelines, procedures and ethics of administrative decisions; management and leadership of human resources and personnel practices and problems in current school situations. Candidates will also review the roles of policy-making bodies, the public, professionals, paraprofessionals and general staff in recruitment, selection, retention and evaluation of staff.

*This course addresses Standard 3.3-3.4: Equity and Cultural Leadership. And Standard 7.1-7.4: Human Resource Leadership of the NELP Standards*

### **675 School Leadership & Supervision Comprehensive Paper (3)**

All courses in the School Leadership and Administration program other than the Principal Internship 677 are considered prerequisites to taking this capstone course. Candidates will develop and write a Comprehensive Paper in APA format addressing the integration of all eight (8) of the **NELP Standards** and the 19 **MS Administrator Growth System Standards** explaining how they as Administrative Candidates have synthesized the content from the program and their school building experiences. Candidates will explain how they intend to apply their understanding of the NELP and State Standards to improve student learning, work with teachers, work with diverse populations, work with the community and families, develop curriculum, and conduct assessments to realize improved teaching, to realize positive growth and impact on student learning, and make school improvements.

*This course addresses all 8 Standards of the NELP Standards as integrated and synthesized during the course of a candidate's plan of study*

### **677 Principal Internship I (3)**

This course is a clinical internship designed to provide the candidate with educational administration “real time” work experience in an educational school building setting. This course presents candidates with the opportunity to become engaged in leadership practice and to appreciate the importance of instructional leadership in the creation of a learning environment supportive of student achievement. Candidates study effective leadership first-hand, develop and practice instructional leadership skills, and enhance their knowledge for a career as a school leader. Candidates develop an electronic portfolio that includes artifacts, as well as analysis and reflective commentaries. This course brings together all artifacts, reflection papers, and internship time logs required in each of the core courses. Candidates will present their Internship experiences and summations to the EPP School of Education Review Committee. They will defend each course artifact related to the National Educational Leadership Preparation Standards for Building Level Leaders Standards (NELP), as well as the Mississippi Administrator Growth Rubric. Internship hours are to equal, at a minimum, 320 hours in addition to a candidate's regular classroom teaching and are not to detract or interfere with the candidate's contractual obligations as a teacher.

*This course addresses all 8 Standards of the NELP Standards as applicable in a real world and real time school environment.*

### **678 Principal Internship II (3)**

This course brings together all artifacts, reflection papers, and internship time logs required in each of the professional core content courses. Candidates will complete any Intern Clinical hours needed to fulfill the requires 320 clock hours. During this course Intern candidates will present their Internship experiences and summations to the EPP School of Education Review Committee. They will defend each course artifact related to the National Educational Leadership Preparation Standards for Building Level Leaders Standards (NELP), as well as the Mississippi Administrator Growth Rubric. Internship hours are to equal, at a minimum, 320 hours in addition to a candidate's regular classroom teaching and are not to detract or interfere with the candidate's contractual obligations as a teacher. Candidates desiring licensure in administration are required to take and pass The School Leaders License Assessment Exam (SLLA) before completing Internship I & II. This exam is required as part of the School of Education Assessment System for accreditation and is an MDE requirement for licensure.

*This course addresses all 8 Standards of the NELP Standards as applicable in a real world and real time school environment.*

## **Ed.S. Educational Leadership & Supervision Courses: Adm Licensure**

(Ed.S./Adm Licensure)

### **744 School & Community Relations (3)**

In this course candidates will gain an understanding of the political, social, and economic factors that affect a school's relationship with various community agencies and constituencies. Candidates will also have the opportunity to develop professional administrative sensitivity to the various communities that they will be involved. As part of the process, candidates will develop skills in group dynamics and communications as they work with faculty, staff, community leaders, and school families to build a sense of school community. Candidates will become aware of the need to give attention to issues of social justice, fairness, equity, and student achievement. Candidates will learn how to facilitate change and conflict resolution, communicate with parents and community, and involve stakeholders in developing school-wide improvement plans.

*This course addresses NELP Standards: Standard 3.1-3.4: Equity and Cultural Leadership, and Standard 5.1-5.4: Community and External Leadership*

### **745 Enhancing Curriculum & Instructional Capacity (3)**

Using the State of Mississippi as a focus, this course explores general guidelines, issues, and other foundations for curriculum development and evaluation at elementary, middle, and secondary school levels. This course will help candidates make the transition from thinking of curriculum for a particular subject within a classroom setting to thinking of the philosophical frameworks that help shape curriculum and the curricular approaches and professional learning for schools in order to increase student achievement. Candidates will develop an understanding of the present state and school curriculum and learn how to effectively restructure and implement

curriculum to create professional learning opportunities in order to improve teaching and learning. Issues of national and state student testing will be addressed.

*This course addresses NELP Standard: Standard 4.1-4.4: Instructional Leadership*

#### **746 School Law & Ethical Principles (3)**

This course engages candidates in the practice of school law as it relates to legal policies, practice, politics, the relationship of a school district's organization to other units of government, various state boards of education, and the appellate functions of the state and federal court systems. Candidates study school law through a process of reviewing and discussing the federal and state constitutions, statutes, regulations, board of education policies, and case law. Consideration and discussion is given to policies regarding “freedom issues” for Christian educators and students in the public school system.

This course explores the ethical dimensions of leadership behavior and the state of Mississippi’s Professional Code of Ethics. Candidates examine various ethical dilemmas that educational leaders confront and apply ethical frameworks to resolve those dilemmas. Candidates will read, discuss, analyze, and apply frameworks of professional ethical leadership and decision making to gain the knowledge and skills to create a culture of ethical integrity through their individual leadership.

*This course addresses NELP Standards: Standard 2.2, - 2.4: Ethics and Professional Norms, Standard 3.1, - 3.4: Equity and Cultural Leadership, and Standard 6.4: Operations and Management- Legal Compliance*

#### **750 Leadership & Management for Effective & Efficient Schools (3)**

This course examines current issues that affect elements of educational leadership and administration. The course addresses school leadership and management as a building administrator, as well as issues of district-level leadership and administration. The course includes an examination of the leadership, management skills, and professional dispositions required as an administrator in dealing within the school as well as other organizations. Emphasis will be placed upon the processes by which change is brought about in dealing with decision making, programming, communicating, motivating, controlling, and evaluating in order to realize effective and efficient schools.

*This course addresses NELP Standard: Standard 1.1-1.4: Mission, Vision, and Core Values*

#### **755 Equity and Cultural Leadership (3)**

This course focuses on concepts and techniques of leadership for student learning and the demanding roles administrators are facing in a society with increasing diverse student populations and diversity in additional extended spheres. The course is designed to help administrator candidates cultivate a sensitive and understanding in becoming a culturally responsive educational leader and to act and think in ways that take full advantage of learning opportunities for diverse populations, as well as all candidates. Issues include the ramifications of an ever increasing diverse population and how these issues are having an impact on how we teach students, the ways schools facilitate student achievement, and the changing nature of learning in the information age.

*This course addresses NELP Standard: Standard 3: Equity and Cultural Leadership*

#### **757 Assessment for Continuous School Improvement (3)**

Assessment is an integral part of teaching and learning in the day of “Big Data”. Administrators use informal and formal assessments on an ongoing basis to make decisions about the school’s teachers and their role in the academic achievement of their schools. In this course, candidates will learn to evaluate the success of their teachers’ instruction, and to monitor the classroom academic climate in order to inform improved student learning. Candidates in this course will gain a better appreciation of why school, teacher, student, and classroom-based assessments have become a critical component of the instructional and evaluation process needed to inform school improvement.

In this course, candidates will develop an assessment system which could be implemented in a school building and that is aligned with national and state educational objectives. This course will also include activities evaluating “hard assessment data” in order to develop school improvement plans.

*This course addresses PSEL Standard: Standard 4 – Curriculum Instruction and Assessment*

#### **767 Operations and Fiscal Management (3)**

In this course, candidates examine comprehensive principles for leadership to develop schools as teaching and learning communities to implement a collaborative working framework for all teachers/employees in the school building. It is a critical study, including research, to discover methods and designs from elementary and secondary school administrators who have had positive results in student achievement and the development of a positive school building climate, as well as a positive teacher community. Administrative candidates will examine the

supervisory roles of school leaders in creating a supportive environment for teacher communities in order to impact effective teaching, student learning, and school improvement.

*This course addresses NELP Standards: 6.1 & 6.4: Operations and Management*

### **769 Human Resource Leadership (3)**

This course is aimed to provide building level administrators with the concepts, strategies, and assessment measures to evaluate and manage school personnel, as well as develop an understanding of the principles and issues of public school finance and facilities. Candidates will assess the current economic environment and its impact on schools; state, local and federal taxation; state school aid theory and practice; school district indebtedness; statutory school budget and fiscal controls; various cost-quality instruments; and the role of the school leader in school fiscal structure and decision making in relation to local, state and federal requirements. Candidates will apply their developing knowledge of the budget process in creating a fiscally responsive budget for a content area department and school site.

Candidates will also explore policy, guidelines, procedures and ethics of administrative decisions; management and leadership of human resources and personnel practices and problems in current school situations. Candidates will also review the roles of policy-making bodies, the public, professionals, paraprofessionals and general staff in recruitment, selection, retention and evaluation of staff.

*This course addresses NELP Standards: Standard 3.3-3.4: Equity and Cultural Leadership. And Standard 7.1-7.4: Human Resource Leadership*

### **775 Educational Leadership Comprehensive Paper (3)**

All courses in the School Leadership and Administration program other than the Principal Internship 677/777 are considered prerequisites to taking this capstone course. M.Ed. candidates, Ed.S. candidates enrolled in the School Administrator Cognate, and Ed.S. candidates enrolled in the Educator as Leader Cognate will develop and write a Comprehensive Paper in APA format, addressing the integration of all eight (8) of the NELP Standards and the 19 MS Administrator Growth System Standards and explaining how they as Administrative Candidates have synthesized the content from the program and their school building experiences. Candidates will explain how they intend to apply their understanding of the NELP and State Standards to improve student learning, work with teachers, work with diverse populations, work with the community and families, develop curriculum, and conduct assessments to realize improved teaching, to realize positive growth and impact on student learning, and make school improvements. *This course addresses all 8 Standards of the NELP Standards as integrated and synthesized during the course of a candidate's plan of study.*

### **777 Principal Internship (3)**

This course is a clinical internship designed to provide the candidate with educational administration “real time” work experience in an educational school building setting. This course presents candidates with the opportunity to become engaged in leadership practice and to appreciate the importance of instructional leadership in the creation of a learning environment supportive of student achievement. Candidates study effective leadership first-hand, develop and practice instructional leadership skills, and enhance their knowledge for a career as a school leader. Candidates develop an electronic portfolio that includes artifacts, as well as analysis and reflective commentaries. This course brings together all artifacts, reflection papers, and internship time logs required in each of the core courses. Candidates will present their Internship experiences and summations to the EPP School of Education Review Committee. They will defend each course artifact related to the National Educational Leadership Preparation Standards for Building Level Leaders Standards (NELP), as well as the Mississippi Administrator Growth Rubric. Internship hours are to equal, at a minimum, 320 hours in addition to a candidate's regular classroom teaching and are not to detract or interfere with the candidate's contractual obligations as a teacher.

*This course addresses all 8 Standards of the NELP Standards as applicable in a real world and real time school environment.*

## **Ed.S. Educational Leadership Courses: Non-Licensure** (Ed.S./Non-Licensure)

### **751 Historical & Philosophical Perspectives on Educational Practices (3)**

This course is a review of the history, philosophy, and theoretical perspectives on learning, and teaching including classical education, behaviorism, cognitive, constructivist, sociocultural, social cognitive, theories and perspectives. The study will include the educational theorist and leaders promoting, supporting, and identified with

the various perspectives. Candidates will examine and identify the strengths and limitations of these perspectives in relation to understanding issues within today's education environment. During this course, candidates will explore the historical complexity of American education, as well as consider various historical issues and the ways these historical events have determined current educational policy and practice. Critical analysis of major schools of thought and their connection to social developments and their history and impact they have had will be addressed. Candidates will identify and reflect on their own educational leadership philosophy at the end of the course and recognize any changes they may have after evaluation of these various perspectives.

*This course addresses PSEL Standards: Standard 4 – Curriculum, Instruction, and Assessment*

### **766 Quality Assurance Assessment Systems (3)**

This course focuses on the development of a quality assurance assessment system within a school. It will address initiating a data system that collects valid and reliable data regarding the dimensions of teacher performance and teaching, student performance and learning; for purposes to inform program and school improvement. The course is designed to help school leaders in understanding the concepts involved in creating a culture of evidence to improve the teacher's teaching and student's learning. Candidates will consider the infrastructure needed to support data collection and monitoring, focuses on results of quantitative and qualitative measures to increase the effectiveness of the academic, educational, and ancillary programs within the school.

*This course addresses NELP Standards: Standard 4.1-4.4: Instructional Leadership*

### **768 Leadership in the Educational Organization (3)**

The course focuses on understanding the critical leadership competencies, skills, and characteristics required in providing vision and advancing an organization (the school). The course includes leadership theories taken from the business world and presents contemporary management and leadership theories/concepts that have emerged over the past several decades. Candidates will reflect on their own leadership qualities and skills and consider areas for their own improved personality, professional, leadership, and people skills. The course focuses on a number of themes addressed in the school as an organization, including instructional leadership, moral leadership, democratic leadership, facilitative leadership, curricular leadership, constructivist leadership, and ethical leadership supported by Christian worldview perspectives.

*This course addresses PSEL Standards: Standard 1 – Mission, Vision, and Core Values, and Standard 10 – School Improvement*

### **770 School Leadership and Public Relations (3)**

This course will give attention to the importance of school leaders in understanding their role in providing positive, truthful, accurate, and timely communications with and among the different stakeholders and various communities of the school. Topics covered include an overview of school/community communications and partnerships, crisis management, and the role of the leader. This course will develop the candidate's skills in building a positive relationship with staff, parents, the news media, and the community at large while concurrently supporting, directing, and implementing the vision, philosophy, and mission of the school/district.

*This course addresses PSEL Standards: Standard 3: Equity and Cultural Responsiveness and Standard 8: Meaningful Engagement of Families and Community*

### **771 Advanced School Law and Ethics (3)**

This course is an advanced review and survey of the current legal and ethical issues relating to the practical problems faced by school administrators. It offers school leaders the opportunity to expand their understanding of school law and the legal issues relevant in elementary/secondary education. Considerations and reflection will be given to the ethical aspects of school law and the responsibilities of school leaders who are Christians and the ethical parameters of educational leadership from a Christian worldview perspective. Candidates enrolled in the course will review legal analysis and decision making, including an examination of students' legal rights, and other issues, in order to anticipate, recognize, respond to, and perhaps avoid legal challenges as education administrators.

*This course addresses PSEL Standards: Standard 2: Ethics and Professional Norms and Standard 3: Equity and Cultural Responsiveness*

### **772 School Organizational Analysis (3)**

In this course candidates will review models for analyzing organizational structures and organizational systems as means to assess and evaluate the efficiency and effectiveness of an organization; schools in particular. Many models for organizational analysis have been applied and taken from the business world. However, candidates



will consider and formulate ideas and concepts to construct an organization analysis for schools as organizations. Examples of models to be reviewed will include; strategic triangle model; the SWOT model, Baldrige model, accreditation models, cognitive models, and others. School organizational structures will be considered and reviewed. Case studies will be reviewed from both the business world and the education/school environments

**This course addresses PSEL Standards: *Standard 1: Mission, Vision, and Core Values, Standard 9: Operations and Management, and Standard 10: School Improvement***

### **773 Leadership for School Conflict Resolution (3)**

The course is designed to help school administrators consider options and tools they have at their disposal to resolve daily disputes. The overarching premise is that conflict is part of everyday life, especially in school environments. This course introduces positive conflict management practices, including active listening and communication skills, negotiation skills, mediation, arbitration, victim and offender mediation, and nonviolent direct action. The course takes into consideration case studies in order to help candidates to develop their own conflict management skills. By virtue of their position, school leaders are caught in the middle between a variety of stakeholders; the principal leads a school building, but also serves as an intermediary between the district, the teachers, the parents, and the students. Interpersonal behaviors and leadership skills of the candidate serving as a principal are explored as possible sources of conflict. Candidates will have opportunities for self-reflection, self-evaluation and studies of emotional intelligence to consider the role their own EQ plays in their creating or reducing and dispelling conflict.

**This course addresses PSEL Standards: *Standard 3: Equity and Cultural Responsiveness, Standard 8: Meaningful Engagement of Families and Community, and Standard 9: Operations and Management, and Standard 10: School Improvement***

### **774 Trends and the Future in Elementary/Secondary Education (3)**

This course examines current trends and issues relating to curriculum issues and to issues arising from local, state, and national “trend” policies and reforms in elementary and secondary education. Candidates will investigate and evaluate significant current issues in education as they are presented in research and realized in practice. Discussion will revolve around the questions of how leaders should deal with educational trends and the acceleration of changes in the future of schooling and the educational environment.

**This course addresses PSEL Standards: *Standard 1 – Mission, Vision, and Core Values, and Standard 4 – Curriculum, Instruction, and Assessment***

### **775 Educational Leadership Comprehensive Paper (3)**

All courses in the School Leadership and Administration program other than the Principal Internship 677/777 are considered prerequisites to taking this capstone course. M.Ed. candidates, Ed.S. candidates enrolled in the School Administrator Cognate, and Ed.S. candidates enrolled in the Educator as Leader Cognate will develop and write a Comprehensive Paper in APA format, addressing the integration of all eight (8) of the **NELP Standards** and the 19 **MS Administrator Growth System Standards** and explaining how they as Administrative Candidates have synthesized the content from the program and their school building experiences. Candidates will explain how they intend to apply their understanding of the NELP and State Standards to improve student learning, work with teachers, work with diverse populations, work with the community and families, develop curriculum, and conduct assessments to realize improved teaching, to realize positive growth and impact on student learning, and make school improvements. ***This course addresses all 8 Standards of the NELP Standards as integrated and synthesized during the course of a candidate’s plan of study.***

### **776 Politics of Educational Change (3)**

During this course, the candidates will consider and analyze the historical foundations that frame the thoughts and debates concerning educational change issues. Candidates will study what it takes to achieve policy change in public education. The course includes case studies on how and why education policies transpire, and how policies progress or do not progress at the federal, state, district and/or local school levels. Candidates will consider and examine connections between policies and classroom practice and address the impact of policies on school improvement and student learning. Of particular concern is the capacity of policy to improve the quality of curriculum and instruction. Candidates review and critique policies, drawing on research and feedback from policymakers. Candidates consider and learn how to take an active part at all levels of government to help identify and shape future educational policies by being proactive.

**This course addresses PSEL Standards: *Standard 3: Equity and Cultural Responsiveness, and Standard 8: Meaningful Engagement of Families and Community***



**778 Principal Internship II (3)**

This course brings together all artifacts, reflection papers, and internship time logs required in each of the professional core content courses. Candidates will complete any Intern Clinical hours needed to fulfill the requires 320 clock hours. During this course Intern candidates will present their Internship experiences and summations to the EPP School of Education Review Committee. They will defend each course artifact related to the National Educational Leadership Preparation Standards for Building Level Leaders Standards (NELP), as well as the Mississippi Administrator Growth Rubric. Internship hours are to equal, at a minimum, 320 hours in addition to a candidate's regular classroom teaching and are not to detract or interfere with the candidate's contractual obligations as a teacher. Candidates desiring licensure in administration are required to take and pass The School Leaders License Assessment Exam (SLLA) before completing Internship I & II. This exam is required as part of the School of Education Assessment System for accreditation and is an MDE requirement for licensure.

*This course addresses all 8 Standards of the NELP Standards as applicable in a real world and real time school environment.*

**779 Contemporary & Global Considerations in Education (3)**

This course is designed in part to be a comparative look and evaluation of elementary/secondary schooling and educational theories in the global context of other countries/nations. The goal of the course is to help educational leaders understand key ideas central to ongoing research in teaching and learning in a global international perspective. It emphasizes ways in which cultural, social and organizational contexts influence learning. Candidates will reflect on what constitutes best teaching and learning practices, consider, and debate if best practices are national and applicable only in one national setting or can they be universal and be inclusive of a spectrum of cultures. Candidates, as educational leaders, will consider their own biases, their own cultural background experiences, and educational experiences to construct their own thoughts concerning global educational theory.

*This course addresses PSEL Standards: Standard 2: Ethics and Professional Norms, Standard 3: Equity and Cultural Responsiveness, and Standard 4 – Curriculum, Instruction, and Assessment*

**Doctor of Education - Educational Leadership Courses (Ed.D.)****700 Ed.D. Orientation Seminar (1)**

The first of three required Pre-Dissertation (Phase II) block of courses, EDU 700, 701, &702 - Transition Phase II, in which the candidate enrolls. The three residency requirements are held and hosted on the Belhaven University main Jackson campus. This course serves as the pre-dissertation and introduction to the research and the chapter writing process and procedures of the dissertation. The Seminar is an orientation to the doctoral dissertation phase of the program when candidates have the opportunity to meet and interact with their professors who have taught in the program, as well as those serving as their dissertation chair and other committee members. The Seminar defines the expectations for academic research, practice-oriented doctoral level skills, and an explanation of the five chapters of the dissertation.

**701 Advanced Christian Worldview (3)**

This course is the second course in the Pre-Dissertation block of courses (EDU 700, 701, &702 – Transition Phase II) and is part of the first residency requirement. The course is an online course with on ground sessions held with the professor during the residency while the candidates are on campus. The course has been designed to challenge the candidates to reflect on their own Christian worldview and consider how a Christian worldview can be lived out and integrated into the school and classroom arena. Candidates will consider the philosophical questions of: What is Real? - What is Truth? - What is of Value? – Is there Value in Western Civilization? - What is the Purpose of School? – What is my Purpose? Candidates will defend their thoughts and positions by applying scripture references and biblical principles.

**702 Enhanced Writing for Scholarship (2)**

This course is the third course in the Pre-Dissertation block of courses (EDU 700, 701, &702 – Transition Phase II). In this course, candidates will evaluate their skills and strategies in academic literacy, including critical reading and scholarly writing. Candidates will receive enhanced direction and advice for improving their understanding and writing to APA format. The *Belhaven University Graduate School of Education Exceptions to APA Format* will be explained with supportive rationale. This course is designed to help candidates improve their research

writing skills, practice paraphrasing, and evaluate plagiarism. Candidates will practice scholarly writing by submitting reviews of research literature from publications, journals, and published dissertations.

### **705 Research Design & Methods (3)**

Candidates enrolled in this course will explore multiple approaches to educational research and examine the nature and quality of descriptive and causal research studies, and qualitative and quantitative research techniques, as well as evaluate and interpret data. This course has been designed to introduce candidates to research design paradigms: 1) quantitative research and methods, 2) qualitative research and methods, and 3) mixed design in research and methods. Candidates will gain an understanding of the assumptions and techniques behind each design method in order to reflect and consider the design that would be the best fit for use with their future dissertation research question, proposal, and methodology.

### **710 Research Statistics (3)**

This course is a study of the basic concepts of statistical research. Candidates will be able to analyze advanced statistical procedures used in empirical research in educational settings. Candidates will gain an understanding of how to describe and summarize statistical information in text, charts, figures, and tables using statistical methods and techniques. Candidates will review survey tools and statistical software for institutional research. They will develop skills related to data gathering and effective reporting with use of the latest application and support technologies to inform the candidates in preparation for their own research.

### **712 Advanced Quantitative Statistical Design (3) (Prerequisites: EDU 705 and 710)**

This quantitative research course provides students with the opportunity to develop core knowledge and skills for designing quantitative research at the doctoral level, including understanding data analysis and applying statistical concepts. The course has been designed as an advanced study of and application of selected quantitative research designs to help prepare those candidates desiring to conduct a quantitative statistical design in their dissertation research. Candidates will consider and study descriptive statistics, inferential statistics, and non-parametric tests traditionally utilized in social and behavioral research. Candidates will gain an understanding of the process and rationale for social and educational research in applied settings. Candidates will increase in their expertise and in designing and conducting research and analyzing quantitative data. Candidates will gain knowledge of and use of quantitative statistical software, such as SPSS, to interpret findings, and present results. Candidates will consider quantitative research designs, common statistical tests, and gain an understanding of the importance of quality assurance, and ethical implications of conducting quantitative research and producing knowledge.

### **716 Advanced Qualitative Research Methods (3) (Prerequisite: EDU 705)**

This course is an advanced study of qualitative research methodologies including ethnography, case study, phenomenology, critical theory, descriptive research, historical research, and others. Candidates will examine a variety of methods such as: structured interviews, semi-structured interviews, unstructured interviews, focus groups, participant observation, non-participant observation, field notes, and reflexive journals. Candidates will gain the knowledge of analyzing data (thick data) gathered from a qualitative research method by applying qualitative research analysis such memo writing, coding, finding themes etc. Candidates will understand validity and reliability as applied to qualitative research. Candidates will consider the nature of qualitative inquiry; the importance of quality assurance; and the ethical, legal, and social change implications of conducting qualitative research.

### **718 Advanced Mixed Design and Methods in Research (3) (Prerequisite: EDU 705)**

This course focuses on mixed methodology research. Introduces the principles of mixed methods research design, whereby qualitative and quantitative components inform each other in sampling, data collection, and data analysis. Explores design issues and solutions. The course is designed to familiarize candidates with the concepts, purposes, and methods that are fundamental to conducting mixed research studies. The complementary nature of qualitative and quantitative methodologies for mixed methods research is studied. Candidates will gain insight into the pros and cons of applying a mixed design in research. They will also study how to evaluate the use of a mixed design and a mixed methodology in their research.

### **780 Dissertation Seminar - (3) 3 Day Residency Required Attendance on Campus**

This course is part of the Second Residency when candidates attend a three Day Dissertation Seminar on the main Jackson campus. This Seminar is part of Phase IV in the plan of study and is not taken until after a candidate has completed his/her professional content core courses, as well as having completed the courses in statistics, research, and design. The Second Residency is a valuable time of planning in preparation for the candidate's dissertation phase of the program. This Seminar is designed to help the candidate in formulating a research question and

proposal, managing a view of literature, and designing and conducting the research. The sessions in the Seminar also provide valuable insights and information on organizing an IRB, working with the candidate's dissertation committee, as well as providing suggestions on surviving and writing the dissertation process. Candidates will meet and work directly with their dissertation chair and committee to help define their research question/problem, and discuss the literature and methodology they will use. Upon completion of the Dissertation Seminar, candidates will be prepared to write their *prospectus* that will have to be approved by their Dissertation Committee before enrolling in EDU 771 and beginning to write *Chapter 1: Introduction/Statement of Problem* and *Chapter 2: Review of Literature* of their dissertation.

**781 Development of Chapters 1 & 2 (3) Prerequisite EDU 770**

Candidates will enroll in this course once they have received approval for their *prospectus* from their Dissertation Committee. During this course candidates will write *Chapter 1: Introduction/Statement of Problem* and will address the following: a statement what the study will accomplish, background of the problem, statement of the problem/question, purpose of the study, primary research questions, hypotheses, the research design, assumptions and limitations, and definitions of terms.. Candidates will conduct a highly focused review of the literature for *Chapter 2: Review of Literature*, which will inform the question and problem. Candidates will be informed that Chapter 2 should provide sections to include but not limited to the history behind the problem/question, importance of the problem/question, rationale and support for research in the area of the problem/question.

**782 Development of Chapter 3 – Method Phase (3) Prerequisite EDU 771**

Once enrolled in this course, candidates will begin to write *Chapter 3* of their Dissertation. *Chapter 3: Method*, will include, but not be limited to, the following: an explanation of the methodology used in the study (quantitative, qualitative, or mixed design), support for why the method/design was chosen for the study identifying strengths and weakness of the design, and a description of the targeted population and/or participants in the study (how selected).

**783 Development of Chapters 4 & 5 – Research & Results Phase (3) Prerequisite EDU 772**

Candidates enrolled in this course complete *Chapter 4: Presentation of Data, Results, and Analysis*, and Chapter 5: *Evaluation of Results and Recommendations for Future Study*. Chapter 4 is a presentation of the data and results and includes a summary of the procedures of the method, the instruments used in the research, evidence from data collected, evaluation of data, and an analysis of the data. In Chapter 5, the candidate will assess how the data collection and evaluation of data impact the hypotheses and research question and provide suggestion for future research and study regarding the problem/question addressed in the original proposal. The candidate will address how he/she thinks the study has added to the body of knowledge.

**785 Leadership Comprehensive Paper (3) Prerequisite – 30 hours from an accredited Ed.S. program in EDL.**

This course is intended to be taken by all Ed.D. Doctoral candidates who have been officially admitted into the Doctor of Education in Educational Leadership degree program and who already have 30 hours from an Ed.S. program. The Leadership Comprehensive Paper is to be a reflection and synthesis of the each course taken in their Ed.S. plan of study. The paper is to demonstrate the knowledge, skills, and understandings the candidate has gained in the course of involvement in the Ed.S. program as a prerequisite to the Ed.D. research and methodology courses, and as preparation for writing the candidate's dissertation.

**Master of Education – Reading Literacy (M.Ed./RL)**

**REA Prefix: Reading Literacy Degree (M.Ed./RL)**

**608 Early Literacy Instruction. (3)**

This course is a study of concepts, materials and teaching strategies for oral language development and systematic early reading and writing instruction, specific to concepts about print, phonemic awareness, and phonics. The course includes a systematic study of scientifically research-based instructional methods and learning activities for beginning reading.

**611 Literature and Literacy. (3)**

A study of literary materials and resources that is appropriate for elementary instruction. Emphasis will be given to integrating literature into all curriculum areas. Identifies resources and research-based practices that create language rich environments.

**617 Content Area Literacy. (3)**

The methods and materials for teaching reading through the content areas in secondary schools; attention is given to techniques of diagnosing difficulties, teaching reading skills and comprehension with a focus on individualizing instruction, and assessing student achievement.

**622 Teaching Reading Skills and Comprehension. (3)**

A study in the selection and use of materials and methods of teaching reading in the elementary schools with emphasis upon current research. Research based teaching strategies for oral language development and early systematic reading and writing instruction specific to vocabulary, fluency, and comprehension and scaffolding of the reading process.

**627 Middle Grade Literacy (4-8). (3)**

A study of reading-thinking skills, concepts, methods, and materials for literacy instruction and learning for upper elementary and young adolescents. Emphasis will be on comprehension, strategy instruction, assessment and writing for diverse student populations.

**629 Literacy Assessment, Diagnosis, and Remediation. (3)**

A study of reading problems, assessment procedures and use of test results; planning individualized instructional programs and differentiated instruction for problem readers or English language learners. Includes case study with field experience.

**632 Practicum in Reading. (3-6). Prerequisite: REA 608, 617, 622, 629, EDU 630 and 24 hours of graduate EDU courses, or permission from the director of graduate education.**

This practicum course provides directed field-based applications of effective teaching, research in reading instruction, and instructional methodology to promote reading progress and prevent reading difficulties with diverse populations.

## **Health Administration (MHA)**

**608 Current Issues and Trends in Health Administration (3).**

This course will explore the current issues and trends in the health care system through the expert insight of health care leaders across the country. Students will examine key trends impacting the nation's health care organizations. Timely topics include health care reform and social media in health care.

**624 Ethics in Health Care (3).**

This course examines the ethical issues found in the health care system with the focus on the health care administrator as the decision-maker, leader, and moral agent. An in-depth look at ethical responsibilities related to various health care situations will be explored from a Biblical world view. Actual cases to illustrate everyday ethical dilemmas that are faced will be investigated.

**643 Health Care Finance and Budgeting (3).**

This course emphasizes financial administration and financial operations theory, principles, and concepts as they relate to health care financial decision-making. Finance and budgeting methods are reviewed as well as accountability. Students will explore these concepts from a Biblical world view.

**646 Legal and Regulatory Environment for Health Care (3).**

This course explores the legal environment from a health care management perspective as well as the relationship between law and ethics. The course includes topics such as the basic structure of the court system, the general legal responsibilities of health care organizations, and liabilities inherent to the provisions of care will be examined. All of these relationships are discussed in the context of a Biblical world view.

**668 Health Care Quality Management (3).**

This course enriches the understanding of the historical concepts of quality. It is an advanced study of how to achieve quality within the structure and relationships of the complex system of a health care organization. The concepts explored include systems thinking, improving and managing process change, performance measurement, as well as real-life examples and case studies. Students also explore the concepts and relationships from a Biblical world view.

**670 Health Administration Capstone (3).**

This capstone course is designed to integrate all of the Health Administration content into the decision-making process. Students will reflect on their ethical perspectives and critical thinking skills as well as their personal and professional growth from the context of a Biblical world view. Emphasis will be placed on the student's ability to implement these strategies in the formulation of a health care project or case study they will potentially encounter in the health care environment.

## Ministry (MIN)

### 610 **Biblical Shepherding (3).**

This course will look in depth at the Biblical theme of shepherding and how shepherding applies to modern ministry. Students will examine both Biblical and present day examples of shepherds and critique their own abilities in light of Scripture.

### 620 **Education Ministry of the Church (3).**

This course will look at how education occurred in Biblical times and then at the role that Education ministry serves in the modern church.

### 630 **Church and its Mission (3).**

This course will look at the role of the church as defined in Scripture. The modern church will be critiqued and areas for improvement to bring it in line with the Biblical definition will be identified.

## Public Administration (MPA)

### 603 **Research Methods in Public Administration-Project I (3).**

Basic components of applied research are studied providing students with skills in design, development, and analysis of the results of research projects relevant to administrative needs. Quantitative and qualitative approaches are compared along with assessing various data collection methods. Students also gain practical experience in developing questionnaires and interviewing skills.

### 604 **Organizational Behavior (3).**

A study of the classical and contemporary theories of organization, management, and administration in public and private institutions. This advanced study of group dynamics examines the forces in individuals, groups and organizations which affect the achievement of organizational goals and objectives. Issues include organization culture, organizational design, individual and collective motivation, developing the learning organization, political behavior, conflict and resolution.

### 605 **Principles of Executive Leadership (3).**

A study of the behavioral sciences as they apply to various leadership theories and models, both classical and contemporary. This course examines the distinction between leadership and management, servant leadership from a Christian perspective, participative management, group dynamics and motivation.

### 606 **Human Resources and Development (3).**

Develops skills in techniques of personnel administration and management. Examines recruitment, selection, training, motivation, performance evaluation, compensation, discipline, and career development.

### 607 **Ethics and Society (3).**

The relevance and application of biblically based ethical principles to the issues facing today's leaders. Christian value systems are contrasted with post-modern relativism and other conflicting worldviews as the student is challenged to review and refine individual values. Included are obligations of the organization to employees and the public-at-large (society).

### 608 **Management Research-Project II (3). Prereq: MPA 603**

The continuation of the research process initiated in MPA603. Students deliver an oral and written summary of their research efforts to date. Elements included this progress report include the history and selection of the project topic, methods selected to investigate and collect information, and bibliographical resources.

### 609 **Administration of Financial Resources (3).**



This course lays the foundation for effective financial management that includes planning, budgets, controls, and revenue collection. Fiscal policies on a local, state, and federal level are covered along with intergovernmental relations.

**610 Economics and Public Policy (3).**

The relationship and role of economics are examined as it relates to public policy implementation and administrative decision making. How government affects market economy, fluctuations, and trade policy is studied. The relationship between markets and resource availability is reviewed along with understanding efficiency versus effectiveness and concerns regarding equity.

**611 Public and Administrative Law (3).**

An overview of the role of law in society is presented with an emphasis on regulatory responsibilities pertinent to public administrators. Specific topics of study include judicial review, liability issues, regulatory processes, administrative processes and procedures.

**612 Public Policy Analysis (3).**

Policy development and implementation are examined. Studies include who contributes to policy formation, overview of the process, and implications of policymaking. Influence of politics on the process is analyzed by using case studies. Additional topics of study include setting agendas, evaluating, succession, and policy adaptation.

**613 Management Research-Project III (3). Capstone Course**

A commutation of research drawn from 603 and 608 are integrated in a comprehensive capstone research project. Students are responsible to deliver an oral presentation and thesis which include a case study. Final project is evaluated according to its depth, quality, design, methodology, and analysis of its findings.

## **Sports Administration (MSA)**

**608 Current Issues and Trends in Sports Administration (3).**

This course will provide an in-depth study and analysis of the athletic profession as it relates to trends and issues surrounding administrative decision making. Some examples of the issues include violence, discrimination, racism, and sexism.

**624 Leadership and Sports Ethics (3)**

This course offers an introduction to leadership and ethics within the sporting context. Common leadership styles, theories, and ethical dilemmas facing those involved within sport are explored throughout the course. Communication, motivation, and decision making skills necessary to be an effective and efficient leader will be examined based upon various ethical dilemmas in which the leader may face.

**643 Sports Finance and Budgeting (3)**

This course explores the current financial status in the main segment of the sport industry with emphasis placed on professional and collegiate sport. It provides a comprehensive synopsis of the application of economics and financial management used in the sport organization decision making context from both a macro and micro level. Topics include purchasing, budgeting, risk management, operational procedures, fee structures, financial ratios, financial impact analysis, attendance and price setting strategies

**646 Legal and Regulatory Environment for Sports (3)**

This course provides an examination of risk management and the current legal principles which affect sport and recreation organizations. Students will gain an understanding in objectives, principles, policies, procedures and requirements in regard to legal issues for a successful career as a sports manager. Topics that are covered include tort liability, athletic eligibility, NCAA due process, gender discrimination, contracts, and drug testing. These topics directly impact the formation and practice of policies adopted by sport administrators and coaches.

**668 Venue and Event Management (3)**

This course will examine the current research related to planning, funding, and operating sporting events and sport/recreation facilities. The course will provide a practical background in all facets of managing a sport event and facility.

**670 Capstone Seminar in Sports Administration (3)**



An interdisciplinary review and analysis of literature and research regarding a sport administrative issue will be assigned to the student. Topics may vary based on the students' interests.

# HONORS AND AWARDS

## **Achievement in Accounting Award**

The school of business presents the Achievement in Accounting Award to a graduating senior selected on the basis of character, potential growth and development, and academic accomplishment in the division.

## **Achievement in Business Award**

The school of business presents the Achievement in Business Award to a graduating senior selected on the basis of character, potential growth and development, and academic accomplishment in the division.

## **The Barnabas Award**

The Barnabas Award is given to the male theatre student who, in the opinion of the theatre faculty and peers, demonstrates the best of support and is always there to help get the job done.

## **Bess Caldwell Memorial Award**

Belhaven University honors with the Bess Caldwell Memorial Award the junior who, in the judgment of the faculty, has exhibited throughout the year the greatest loyalty and service to his or her fellow students. Prior to 1985, this award was known as the Belhaven Christian Fellowship Award.

## **Bettye Quinn Service Award**

Given annually to a senior KDE member in elementary or secondary education who exhibits a service-oriented character. Selected by KDE members.

## **Charles R. Rugg Scholar-Athlete Award**

Each year the faculty and coaches at Belhaven University select the one student athlete who best exemplifies how we should use our mental, physical, leadership, and spiritual gifts to serve and uphold the ideals of Belhaven University.

## **Christian Ministries Award**

The department of Christian ministries presents the Christian Ministries Award, which is based upon scholarship, leadership, and potential service in the field of Christian ministries, to a graduating senior majoring in Christian ministries.

## **Computer Science Award**

This award is presented annually by the computer science department to the senior computer science major for outstanding academic achievement. Elizabeth Spencer

## **Elizabeth Spencer Creative Writing Award**

Presented to the creative writing major or minor who has demonstrated excellence in writing over the past year.

## **English Award**

Each year the faculty members of the department of English present this award to the outstanding graduate majoring in English.

## **Freshman Chemistry Achievement Award**

This program is maintained to encourage and sustain student interest in the sciences. An award is given in recognition of outstanding scholastic achievement in chemistry during the freshman year.

## **Guy T. Gillespie Memorial Award**

Belhaven University presents the Guy T. Gillespie Memorial Award to the graduating senior who, in the judgment of the faculty, approximates most nearly the ideals of the College. Prior to 1985, the award was known as the Student Government Association Award. Presented at commencement.

## **Henry H. Bellamann Foundation Award**

The Henry H. Bellamann Foundation Award is presented each year in memory of Henry and Katherine Bellamann to an outstanding student in the creative arts. The recipient is selected by a faculty committee headed by the chairman of the department of English.

## **History-Political Science Award**

Each year the faculty members of the department of history and political science present this award to the outstanding senior majoring in history.

## **Hoogenakker Scholarship Award**

The Jackson Alumnae Chapter of Mu Phi Epsilon sponsors a scholarship award in honor of Miss Virginia Hoogenakker. This award goes each year to the freshman member of Mu Phi Epsilon with the highest scholastic average for the current session.

## **James W. Park Academic Achievement Award**

The school of business presents this award to the student on each campus who has achieved the highest quality point index at Belhaven University while completing a baccalaureate degree in business. To qualify, a student must complete at least 50 semester hours at Belhaven University and must demonstrate exceptional leadership and moral integrity.

## **Julian E. Currie Memorial Missions Award**

The Julian E. Currie Memorial Missions Award is presented by Dr. James T. Currie in memory of Dr. Currie's father, Mr. Julian E. Currie. This award is given annually to an outstanding student planning to enter the Christian mission field. The award was endowed by Mrs. Julian E. Currie, and the interest from the endowment and a plaque are given to the recipient each year.

## **Kingdom Transformation Music Award**

The Kingdom Transformation Music Award is granted to a graduating Senior music major who demonstrates musical excellence and a strong commitment to use their musical gifts to foster cultural and personal transformation for the glory of God's Kingdom.

## **The Kenneth Slaughter Academic Excellence Award**

Awarded to a graduating KDE senior in elementary or secondary education who has the highest grade point average for work at Belhaven.

## **Mathematics Award**

The Mathematics Award is presented annually by the department of mathematics to the outstanding senior mathematics major in recognition of effort and superior achievement in the field of mathematics.

## **Mississippi Society of Certified Public Accountants Award**

The Mississippi Society of Certified Public Accountants gives an annual scholarship to an accounting graduate from the various colleges and universities in the state. This award is given in recognition of outstanding academic achievement and a strong desire to enter the field of public accounting.

## **Mu Phi Epsilon Awards**

The Epsilon Gamma chapter of Mu Phi Epsilon presents the Mu Phi Epsilon Awards to the freshman member who has the highest scholastic average for the year and to the senior music major who has the highest scholastic average for all college work.

## **Music Excellence Award**

The Music Excellence Award is given to a rising senior music major exemplifying proper stewardship of artistic talent for the glory of God, demonstrating musical skill, Christian character, and zealous commitment to artistic discipline.

## **Nancy McFarland Cobb Award**

The Nancy McFarland Cobb Award is given annually to the art major who has, through interest, cooperation, and leadership, made the greatest contribution to the department of art during the current session.

## **National Kappa Delta Epsilon Award**

Presented by the National KDE and awarded to an outstanding chapter member.

## **The Priscilla Award**

The Priscilla Award is given to the female theatre student who, in the opinion of the theatre faculty and peers, demonstrates the best of support and is always there to help get the job done.

## **Psychology Award**

The department of psychology presents the Psychology Award to the graduating psychology major who has indicated the greatest potential for personal and professional growth.

## **Research Club Scholarship Award**

The Research Club of Jackson, Mississippi, presents annually the Research Club Scholarship Award in memory of Isabel Bratton Crisler, wife of the late Dr. Julius Crisler, as an appreciation of her contributions to the spiritual, intellectual, and artistic life of Mississippi. This award is presented to the sophomore or junior who has demonstrated the greatest progress during the year in art, literature, music, or speech.

## **Student Leader Award**

Presented annually by the School of Education to a senior education student who has demonstrated the goal of the department to prepare competent teachers who demonstrate both academic excellence and professional knowledge while providing distinctive Christian leadership and service to those they teach.

## **Tri-B Service Award**

Tri-B is a women's service organization which strives to foster the idea that Jesus Christ is Lord and we are only His tools for ministry within the body of Christ and the community at large. Each year Tri-B selects a senior female who most closely represents the above attitude.

**Trustees' Award**

The Trustees' Scholastic Award is presented by the Belhaven University board of trustees to the graduating senior who has the highest scholastic average. Only those students who have earned at least 106 semester hours at Belhaven are eligible for this award. Presented at commencement.

**Who's Who In American Colleges Award**

This award is presented annually to students who have distinguished themselves in leadership, academic excellence, and participation in campus activities.

**SPONSORED AND ENDOWED SCHOLARSHIPS**

The following sponsored and endowed scholarships have been provided by alumni, friends of the college, foundations, and other philanthropic agencies. These scholarships are awarded by the financial aid office, in keeping with the normal standards and/or the conditions laid down by the donor. Qualified students will be considered for these scholarships on the basis of the regular Belhaven University admission application and/or the Free Application for Federal Student Aid (FAFSA). *The availability of any of the following scholarships in any academic year depends upon the availability of funds for the scholarship.* Charles E. And Minerva T. Adams

**Harold R. Barber Memorial Scholarship**

This scholarship was established in 1977 by the First Presbyterian Church of Gulfport, Mississippi, in memory of Harold R. Barber, a former member of the Belhaven University board of trustees and outstanding Christian layman. It is awarded to students from the Mississippi Gulf Coast.

**Dr. Helen Cannon Bernfield Memorial Scholarship**

This scholarship was established in 1998 in memory of Dr. Helen Cannon Bernfield. The scholarship will be awarded in the following order of preference: (1) to a female premedical student of good character, (2) to a student of good academic standing, or (3) to a student in financial need.

**The Reverend and Mrs. Charles B. Boyles Scholarship**

This scholarship was established in 1986 by Mrs. Eliza B. Hewitt to honor her parents, Charles B. and Carra D. Boyles. This scholarship is awarded annually to a Belhaven graduate who is attending Reformed Theological Seminary.

**Mary Margaret Coman Bennett Scholarship**

This scholarship was established in 2002 by James A. Bennett, Beverly Bennett Lee, and Jeanne Bennett Brinson to honor Mary Margaret Coman Bennett (Belhaven University, Class of 1948). The scholarship will be awarded to a Belhaven student who has demonstrated a commitment to leadership, citizenship, and scholarship and has documented financial need. The recipient must maintain a grade point average of 2.50 to be considered for a renewal of the scholarship.

**Chaminade Caldwell-Middleton Scholarship**

The Chaminade Club of Jackson sponsors a music scholarship honoring the memory of Mrs. John T. Caldwell and Mrs. T. A. Middleton, both of whom were long-time members of the faculty of the department of music. This scholarship is awarded annually to the rising senior music major who has the highest cumulative grade point average for the previous three years.

**Central Presbyterian/Ruth Blackburn Scholarship**

Established by Central Presbyterian Church of Jackson in memory of the church and Mrs. Ruth Blackburn, who was a member of the church and former professor at Belhaven University, this scholarship is to be awarded to needy students who are members of the Presbyterian Church, U.S.A. with first priority to those living in Mississippi.

**Carol N. Church Memorial Scholarship**

This scholarship was established in 1995 by Mr. Robin Church, Dr. Rosalie Church Casano, and Mr. David A. Church to honor their mother, Carol N. Church. The scholarship is offered to a junior or senior Elementary Education major who demonstrates financial need and who maintains at least a 3.0 GPA.

**Meredith Currie Memorial Scholarship**

This scholarship was established in 1982 by Dr. James T. Currie in memory of his daughter, Meredith (1977-1981). It goes annually to a student who plans a career of working with children.

**Davenport-Spiva Academic Scholarship**

These scholarships were established in 1986 by Mrs. Walter (Mary Davenport) Spiva of Jackson, Mississippi, in memory of her father, William A. Davenport, and her husband, Walter Y. Spiva. They are awarded to full-time students demonstrating outstanding academic achievement.

**Lillie Barry Gillespie Memorial Scholarship**

This scholarship was established by Dr. and Mrs. G. T. Gillespie.

**Graeber Foundation Scholarship**

This fund is for students who have a documented financial need and who have outstanding leadership and academic records.

**Joseph W. Hough Scholarship**

In memory of Joseph W. Hough and his outstanding contributions to the business and civic life of Mississippi, The Joseph W. Hough Foundation established this scholarship for women majoring in any area of business or business education.

**Bitsy Irby French Camp Scholarship**

This scholarship, established by Mr. Stuart C. Irby, Jr. in honor of his wife Bitsy, is awarded to a deserving graduate of French Camp Academy.

**Stuart C. Irby, Jr. Scholarship**

This scholarship was established in 1988 by Mr. Joseph H. Hutto in honor of Mr. Stuart C. Irby, Jr., and his dedication to French Camp Academy. The scholarship is awarded annually to a student who graduated from French Camp Academy.

**Doris Fleming Kennedy Memorial Scholarship**

This scholarship was established in 1986 by Dr. and Mrs. Verne Kennedy in memory of Dr. Kennedy's mother, Doris Fleming Kennedy. The scholarship is awarded annually to a student who has enhanced the spiritual life of the student body.

**Kruidenier Scholarship**

Mrs. Catherine Kruidenier Teixeira, a member of the class of 1938, has established the Kruidenier scholarship in memory of her parents, Marianne Gordon Collins and Leonard Robert Kruidenier. The scholarship is awarded annually to a student in the Christian ministries department who plans to work in holistic Christian community development in an at-risk minority community.

**Janice Brown Martin Memorial Scholarship**

This scholarship was established in 2002 by the family of Janice Brown Martin in her memory. The scholarship will be awarded annually to an Elementary Education major demonstrating an active evangelical Christian faith and need for financial assistance.

**Connie A. McDonald Memorial Scholarship**

This scholarship was established in 1997 by Marvin and Pam McDonald in memory of their daughter, Connie A. McDonald, alumna of Belhaven University, class of 1991. The scholarship will be awarded annually in the following order of preference: (1) to a visually challenged student, (2) to a physically challenged student, (3) to a student studying a field related to visual or physical challenges, or (4) to a student who agrees to provide 40 hours of reading service to a visually challenged person for each year of the award. The recipient must maintain at least a 2.5 cumulative grade point average.

**E. B. McGehee Memorial Scholarship**

This scholarship was established in 1989 by Mrs. Imogene McGehee in memory of her husband, Everett B. McGehee, a longtime member of Belhaven's board of trustees. The need-based scholarship provides assistance to students who would otherwise not be able to attend Belhaven.

**Charles Read McIlwaine Memorial Scholarship**

This scholarship was established in 1972 by Mrs. Alice Wells McIlwaine Gillespie in memory of her husband, Charles Read McIlwaine. It is designated for a worthy student attending Belhaven University.

**Sara Phyllis Muir Scholarship**

This scholarship was established in memory of Sara Phyllis (Sally) Muir, a 1980 graduate of Belhaven. The scholarship is awarded annually to a female Bible major who possesses superior intellectual gifts and who is an evangelical Christian in the Presbyterian and Reformed tradition.

**Reverend and Mrs. George Decatur Mullendore Scholarship**

This scholarship was established in 1968 by the children of Reverend and Mrs. George D. Mullendore. It is awarded annually to a pre-ministerial student or a minister's son or daughter.

**Mary Robinson Poole Scholarship**

This scholarship was established in 1994 by the family of Mary Robinson Poole to honor her memory. It is awarded annually to a needy junior or senior student.

**Joan B. Smith Scholarship**

This scholarship was established by Mr. Marshall C. Smith, Jr. in memory of his wife, Joan B. Smith. Primary consideration is given to a student intending to a major in Christian ministries; must maintain a grade point average of 3.0; and must be able to demonstrate by word and deed that he or she is a committed Christian.

**Mary McCravey Triplett and Cooper East Triplett Memorial Scholarship**

This scholarship was established in 1999 by Mr. and Mrs. Oliver Triplett, III and Mr. Don Triplett in memory of Mary McCravey Triplett and Cooper East Triplett, who were graduates of Belhaven University. This scholarship enables students from Scott County to attend Belhaven University and receive a Christ-centered education. It is awarded annually to students committed to the mission of the University, who are residents of Scott County for two years prior to submitting an application to the University, and are full-time, degree-seeking students with a minimum score of 20 on the ACT.

**Major and Mrs. W. Calvin Wells Memorial Scholarship**

This scholarship was established in 1986 by the children of Major and Mrs. W. Calvin Wells. The scholarship is awarded annually to a needy student who has demonstrated high academic achievement.

**Lettie Pate Whitehead Scholarship Grants**

The Lettie Pate Whitehead Foundation provides scholarships for the education of needy and deserving Christian females who are residents of any of the following Southeastern states: Virginia, North Carolina, South Carolina, Tennessee, Georgia, Florida, Alabama, Mississippi, and Louisiana.

**Walter Benjamin Wilkes and Mary Lincoln Wilkes Memorial Scholarship**

This scholarship was established in 1972 by a bequest from the estate of Walter Benjamin Wilkes and Mary Lincoln Wilkes of Greenville, Mississippi.

**YWCA of Jackson Endowed Scholarship**

This scholarship was established by the YWCA of Jackson and is awarded to a woman who is a resident of Mississippi and has demonstrated a commitment to citizenship, scholarship, and the Church and has documented financial need.

# REGISTER

## ADMINISTRATIVE OFFICES

### PRESIDENT

Roger Parrott (1995), President  
B.A., Eastern Nazarene College; M.Ed., The University of Maryland; Ph.D., The University of Maryland

Marcia Carroll (1993), Administrative Assistant to the President  
A.A.S., Phillips Junior College; B.S.M., Belhaven University

### SENIOR VICE PRESIDENT AND PROVOST

Daniel Carl Fredericks (1983), Senior Vice President and Provost  
B.A., The University of Minnesota; M.Div., Covenant Theological Seminary; Ph.D., The University of Liverpool, England

Sheri Anderson (2009), Executive Assistant to the Dean of Online Studies  
B.A., University of Missouri

Lea Ann Bethany (2012), Coordinator of Institutional Research  
B.S., Mississippi College

Travis Bounds (2010), Director of Digital Production  
B.S., William Carey University

Kasia Twiner (2016), Student Care/Coordinator of Student Engagement  
B.S.W. Mississippi College

Paul Criss (2013), Dean of Faculty (Memphis)  
B.A., Central Bible College; M.Mus., Arkansas State University; M.Div., Memphis Theological Seminary; Ph.D., University of Memphis

Frank Dolansky (2001), Facilities Coordinator for Center for the Arts  
B.A., University of Buffalo; M.F.A., Michigan State University

Ken Elliott (2013), Dean of Faculty (Jackson)  
B.A., Belhaven University; M.A., University of South Florida; M.Div., Reformed Theological Seminary; Ph.D., Mississippi State University

Lori A. Farmer (2003), Executive Assistant to Senior Vice President & Provost  
Marshalltown Community College; Certified Professional Secretary

Mary Catherine Ford (2015), Administrative Assistant to the Dean of Nursing  
B.A., University of Mississippi

Tracy Ford (2012), Dean of Worldview Studies  
B.S., M.B.A., University of Georgia; M.A. in Missions, Reformed Theological Seminary; M.A. in English, Mississippi College; Ph.D. University of Mississippi

Sherman W. Green (2015), Director of Student Care  
B.A., Mississippi State University; M.S., Mississippi State University; Ph.D., Mississippi State University

Rakesia Gray (2016), Career Advisor  
B.B.A., Belhaven University; M.B.A., Belhaven University

Kotina Hall (2013), Dean of Faculty (Atlanta)  
B.A., Spelman College; M.A., Central Michigan University; D.Ed., Argosy University

David Hand (2013), Dean of the School of Education  
B.A., Oral Roberts University; M.A., Oral Roberts University; Ed.D., Oklahoma State University

Mark Alan Hunter (2015), Dean of Student Care  
B.A., Western Kentucky University; M.A., East Tennessee State University; M.Div., Samford University; Ph.D., University of Alabama

Barbara Johnson (2012), Dean of the School of Nursing, B.S.N., The University of Mississippi; M.S.N., The University of Mississippi; Ph.D., Georgia State University

Claire Langley (2008), Director of Career Services  
B.S., William Carey University; M.S., Belhaven University

Jordan Lewis (2016), Videographer/Editor (Online)  
B.A., Belhaven University

Helen S. Martin (1989), Campus Student Advisor  
B.A., Belhaven University; M.A., Columbia Theological Seminary

Ralph A. Mason, III (1995), Dean of the School of Business  
B.A., Duke University; M.Ed., Ph.D., The University of North Carolina

Aaron Metzcar (2015), Dean of Online Studies  
B.S.E., Wright State University; M.E.D., Indiana Wesleyan University; D.Ed., Indiana Wesleyan University

Cynthia Moore (2015), Administrative Assistant for the Assistant Vice President for Adult Studies

Ronald Wayne Pirtle (2005), Dean of Faculty (Chattanooga)  
B.S., Crichton College; M.S., The University of Memphis

Fran Powell (2016), Curriculum Designer  
B.A., University of Southern Mississippi

Erin Singleton (2012), Associate Dean of Life Quest  
B.A., Mississippi College; M.C.P., Mississippi College; Ed.D., Union University

Kira Krieger (2017), Administrative Assistant to the Music and Creative Writing Department, B.A., Belhaven University

Larry Ruddell (2011), Dean of Faculty (Houston)  
B.A., Davidson College; M.A., Ohio State University; M.Div., Westminster Theological Seminary; Ed.D., University of Houston; M.B.A., University of Houston

Carol Simmons (2008), Administrative Assistant to Dean of Education  
B.S., University of Mississippi

Amy Smith (2016), Administrative Assistant for Arts Administration, Graphic Design & Theatre

Bradford Smith (2014), Director of Adult and Online Psychology Programs & The Institute for International Care and Counsel  
B.S., Tufts University; M.Div., Gordon-Conwell Theological Seminary; Ph.D., M.A., Claremont Graduate University; Ph.D., M.A., University of Massachusetts

Melissa Thorson (2001), Dean of the Honors College; Associate Professor of Art History  
B.A., Belhaven University; M.A., Ph.D., Emory University

Rick Upchurch (2014), Assistant Vice President for Adult Studies  
B.A., Olivet Nazarene University; M.A., Olivet Nazarene University; D.Min., Drew University

Joe Villarreal (2010), Online Campus Technical Support Representative  
A.A., Hinds Community College

Megan Voos (2013), Administrative Assistant to the Dance Department  
B.S., California Polytechnic State University

Dennis Watts (2014), Associate Provost  
B.A., University of Mississippi; M.Div., Reformed Theological Seminary; Ph.D., University of Mississippi

Claire Waycaster (2014), Administrative Assistant to Associate Provost

Antonette Williams (2016), Assistant to the Dean of the School of Business  
B.B.A., Jackson State University

Jim Young, III (2015), Dean of Curriculum Development  
B.S., Mississippi College; M.Ed., The University of Southern Mississippi; Ph.D., The University of Southern Mississippi

Vicki Wolfe, Dean of Academic Operations  
B.A., Southeastern Bible College; M.Ed., Southern University, A&M; Ed. D., University of Tennessee

### TRADITIONAL ADMISSION

Suzanne T. Sullivan (2000), Assistant Vice President for Traditional and Online  
B.A., Mississippi State University

Annie Andrews (2016), Admission Counselor  
B.A., Belhaven University

Sebastian Bjernegard (2015), Admission Counselor  
B.A., Belhaven University

Tevin Brown (2015), Online Student Services Representative

Charise Dockery (2016), Online Admission Coordinator

Jake Donald (2016), Director of Admission  
B.S., Mississippi State; M.S., Mississippi College

A'Lillian Fuller, Admission Counselor

Stefanie Grayson (2016), Admission Counselor

Elizabeth Grisham (2016), Online Student Services Representative

Michael Hawkins (2013), Admission Advocate  
B.A., Belhaven University

Alexis Jackson (2016), Admission Counselor

Keri Jensen (2010), Assistant Director of Admission  
B.S., Belhaven University

Daniel Shaw (2007), Assistant Director of Admission  
B.A., Belhaven University

Kelsey Sollish (2016), Admission Counselor

Sarah Sullivan (2013), Assistant Director of Admission and Admission Advocate  
B.A., University of Southern Mississippi

Catina Tate (2015), Online Student Services Representative

Dana Toal (2003), Manager of Admission Operations  
B.B.A., Belhaven University

#### **ADULT STUDIES**

Audrey Kelleher (2007), Vice President for Adult & Graduate Enrollment and Student Services  
B.S.B.A. University of Central Florida; M.Ed. University of Central Florida; Ph.D. Barry University

Deborah Adams (2016) Assistant Director of Admission (Chattanooga)  
B.A., Roberts Wesleyan University

LaKeishia Alexander (2015), Student Services Advisor  
B.S. University of Southern MS; M.A. University of North Carolina

Kimberly Bartee (2012), Student Services Advisor (Jackson)  
A.S., Chattahoochee Tech; B.S. DeVry University; M.A. University of Phoenix

Cameron Blount (2016), Assistant Director of Admission (DeSoto)  
B.S., University of Arkansas

Christine Bowen (2015), Assistant Director of Admission (Houston)  
B.S., Liberty University; M.A., Liberty University

Deborah Bramlett (2014), Administrative Assistant (Chattanooga)

Wilbert Bryant Jr. (2014), Assistant Director of Student Services (Atlanta)  
A.S., Pike Peak College; B.S., Mississippi College; M.S.L., Belhaven University

Grace Craig (2016), Administrative Assistant (Houston)

Modice Croom (2012), Senior Admission Advisor (Atlanta)  
B.B.A., Belhaven University; M.S.L., Belhaven University

Peter Deegan (2015) Director of Admissions and Student Services (Houston)  
B.A., San Diego Christian College

Theresa Dolansky (2011), Administrative Assistant (Jackson)  
B.B.A., Belhaven University

Beth Ellison (2012), Campus Coordinator (Atlanta)  
B.A., LaGrange College

Shirley Foulk, (2014) Campus Coordinator (Atlanta)  
B.S., Kennesaw State University

Monica French, (2011) Student Services Coordinator (Jackson)  
A.A., Hinds Community College; B.S., Mississippi State University

Virginia Garrison (2010), Director of Retention Services (Chattanooga)  
B.A., Middle Tennessee State University; M.Ed., University of Tennessee Chattanooga

Karen Gates (2013), Director of Admissions and Student Services (Orlando)  
B.A., Trinity University; M.A., Webster University

Tammy Green (2013), Admission Advisor (Jackson)  
A.A., Mississippi Delta Community College; B.A., Millsaps College

Paul Husband (2013), Campus Coordinator (Memphis)  
B.A., Belhaven University; M.A., Reformed Theological Seminary

Erica Johnson (2015), Director of Admission (Memphis)  
B.S.B.A., Samford University; MBA, Belhaven College

Debbie Jones (2015), Assistant Director of Admission (Memphis)  
B.S., Crichton College

Don Jones (2007), Assistant Vice President of Enrollment and Student Services (Memphis)  
B.S., Bethel College; M.B.A., University of Phoenix; S.C.C.T., Arkansas State University; Ed. D., Arkansas State University

Sandra Kelly (2007), Director of Student Services (Jackson)  
A.A., Hinds Community College; B.S., Mississippi College

Tiara Keys (2017), Admission Advisor (Jackson)  
A.A., Hinds Community College; B.B.A., Jackson State University; M.A., Jackson State University

Sean Kirnan (2015), Assistant Vice President for Adult and Graduate Enrollment and Student Services (Jackson)  
B.S., Bucknell University; M.A., Bucknell University; Ed. D., Regent University

Crystal Lewis (2012), Attendance Coordinator (Jackson)  
B.A., Mississippi State University

William Martin (2016), Bookstore Coordinator (Jackson)

Larissa McCutchen (2010), Assistant Director of Admission (Chattanooga)  
B.S., Covenant College; M.B.A., Belhaven University

Jamie McDonald (2014), Campus Coordinator (DeSoto)  
B.A., Crichton College; M.E.D., Union University

Lisa McDonald (2014), Administrative Assistant (Memphis)

Carolyn Mimes (2016), Campus Coordinator (Houston)  
B.S., Bethel University

Maegan Perkins (2016), Campus Coordinator (Memphis)  
B. S., Crichton College

Kathleen Perrett (2011), Assistant Director of Student Services (Chattanooga)/VA School Certifying Official  
B.S., Grace University

Altonius Peterson (2011), Assistant Director of Student Services (Memphis)  
B.A., Tougaloo College; M.B.A., Belhaven University

Ed Pickel (2010), Director of Admission (Chattanooga)  
B.A. University of Tennessee Chattanooga; M.S., University of Tennessee Chattanooga

Carol Pierce (2010), Campus Coordinator (Chattanooga)  
B.S., Covenant College

Natalie Pipkin (2016), Admission Advisor (Jackson)  
B.S., Mississippi College

Vicki Pitts (2012), Senior Admission Advisor (Jackson)  
B.S., University of Southern Mississippi

Linda Polk (2014), Assistant Director of Student Services (DeSoto)  
BSBA, Colorado Technical University

Kathy Ross (2010), Assistant Director of Student Services (Chattanooga)  
B.S., Covenant College

Kathleen Sloan (2010), Administrative Assistant (Jackson)  
B.S., Mississippi State University

Rachele Stains (2012), Student Services Advisor (Jackson)  
B.A., University of New Orleans

Lisa Thompson (2014), Assistant Director of Student Services (DeSoto)



BSBA, Arkansas State University

Sharmeisha Timlin (2014), Assistant Director of Student Services (Houston)  
B.B.A., Belhaven University

Lacy VanDevender (2012), Coordinator, Adult and Graduate Programs (Jackson)  
A.A., Brevard Community College; B.S., University of Phoenix

Veronica Waller (2007), Assistant Director of Student Services (Houston)  
B.B.A., Belhaven University

Abbie Welch (2016), Admission Advisor (Jackson)  
B.S., Auburn University

Ryan West (2015), Assistant Director of Admission (Orlando)  
B.S., North Central College

Angela Wilcoxon (2015), Campus Coordinator (DeSoto)

Malcolm Williams (2011), Student Services Advisor (Jackson)  
B.S., University of the Ozarks

Sophia Windover (2016), Assistant Director of Admissions (Atlanta)  
B.S., Emmanuel College

Lisa Woods (2014) Assistant Director of Admission (DeSoto)  
B.S.B.A., University of Hartford

Amanda Young (2016), Director of Admissions (Atlanta)  
B.A., Southern Wesleyan University; M.S.M. Southern Wesleyan University

Greg Young (2016), Director of Adult & Graduate Community Outreach  
B.A., Southern Wesleyan University; M.S.M Southern Wesleyan University

## **ATHLETICS**

Scott Little (2001), VP for Athletics and Student Life/Director of Athletics  
B.A., The University of Mobile; M.Div., Southwestern Baptist Theological Seminary

Caesar Aguila (2015), Running Backs Coach  
B.A., Belhaven University

Christie Barber (2000), Head Men's and Women's Cross Country Coach  
B.S., Belhaven University

Vinnessa Barthelomew (2016), Graduate Assistant Track and Field

Brianna Blackwell (2016), Graduate Assistant Women's Soccer

Bobby Blizzard (2014), Football Offensive Line Coach  
B.A., University of North Carolina

Ben Brewer (2016), Graduate Assistant Baseball

Reese Bridgeman (2015), Director of Athletic Performance

Stephen Calder (2010), Head Women's Basketball Coach  
B.S., Troy University; M.S.A, Belhaven University

Josh Clarke (2014), Assistant Baseball Coach  
B.S., Belhaven University

Matt Conner (2015), Recruiting Coordinator and Offensive Line Coach

Joshua Creech (2014), Football Defensive Line Coach  
B.S., Sam Houston State University; M.S., University of New Haven

Dominique Corona (2016), Graduate Assistant Softball

Candace Dailey (2015), Associate Director of Athletics for Compliance and Administration  
B.A., Mississippi State University; M.S., Mississippi State University

Justin Dee (2013), Head Volleyball Coach  
B.S., Liberty University

Hill H. Denson, Jr. (2000), Head Baseball Coach  
B.S., The University of Southern Mississippi; M.S. in Education, Mississippi College; Ed. Specialist Certification, The University of Southern Mississippi

Courtney Fairley (2013), Assistant Softball Coach  
B.S., Belhaven University

Dina Forman (2013), Administrative Assistant to the Vice President for Athletics and Student Life

Hillary Fowler (2015), Assistant Women's Soccer Coach

Kevin Griffin (2011), Head Softball Coach  
B.A., Bellevue University

Carl Griffiths (2014), Men's Soccer Head Coach  
B.S., Wheaton College

Hunter Hope (2015), Co-Head Athletic Trainer

Rachel Jefcoat (2016), Graduate Assistant – Tennis

Heather Jolly (2015), Co-Head Athletic Trainer

Fletcher Jones (2015), Graduate Assistant for Football

John Kehoe (2014), Assistant Men's Soccer Coach

Casey Kirk (2016), Director of Marching Band

Luis Lainez (2016), Graduate Assistant – Athletic Trainer

Dan Lickness (2012), Director of Game Day Operations/Head Men's Golf Coach  
B.A., Belhaven University

Shannon Lubin (2016), Graduate Assistant for Football

Dana Marsalis (2006), Head Cheerleading Coach  
B.A., Mississippi State University

Anna Matthews (2014), Graduate Assistant for Game Day Operations  
B.S., Belhaven University

Hal Mumme (2014), Head Football Coach  
B.S., Tarleton State University

Jarred Nelson (2014), Graduate Assistant – Athletic Performance  
B.S., Belhaven University

Austin G. Parden (2016), Graduate Assistant for Athletic Performance

Daniel Prado (2015), Head Men's and Women's Tennis Coach  
B.S., Belhaven University

Kelly Randall (2015), Graduate Assistant for Athletic Communications  
B.S., Belhaven University

Alicia Rayborn (2014), Assistant Women's Basketball Coach  
B.S., Belhaven University

Josue Sabillon (2008), Head Women's Soccer Coach  
B.A., Marshall University

Miriam Shoemaker (2016), Graduate Assistant – Athletic Trainer

Steven Simmons (2015), Graduate Assistant for Men's Soccer  
B.S., Belhaven University

Laura Grace Swindler (2015), Graduate Assistant for Volleyball  
B.S., Charleston Southern University

Jonathan Vines (2014), Head Men's Basketball Coach  
B.A., University of Mississippi

Madison Warfel (2016), Director of Athletic Communication

## **CAMPUS OPERATIONS**

David Potvin (2001), Assistant VP for Campus Operations  
C.N.A., Fanshawe College, London, Ontario Canada

Belinda Atterberry (2016), Housekeeper

Paulette Badmusagoro (2015), Housekeeper

Clinton Bagwell (2008), Maintenance Technician

Charles Barry (2009), Security Officer

Randy Bell (2014), Maintenance Locksmith

Jeanette Blakely (2015), Housekeeper

Wade Bullie (1999), Maintenance Technician

Nathaniel Cannon (2006), Security Officer

Rufus Clark (2009), Housekeeper

Rebecca Cochran (2007), Conference Services Coordinator  
A.A., Hinds Community College

Kenneth Coleman (2004), Maintenance Technician

Lilivati Coleman (2015), Housekeeper

Mark Curtis (2010), Grounds Technician

Rosiris Del Valle Millan (2008), Housekeeper

Frank Dolansky (2001), Facilities Coordinator for Center for the Arts  
B.A., University of Buffalo; M.F.A., Michigan State University

Steve Farmer (2007), Director of Security  
B.A., Buena Vista College

Trenton Green (2010), Maintenance Technician

Wayne Green (2007), Director of Maintenance

Maurice Greer (1995), Security Officer, Part-time  
B.S., Jackson State University

Alicia Harper (2011), Mailroom Supervisor  
B.A.M., Belhaven University

Wesley Hartfield (2015), Security Officer

Lashunda Hayes (2015), Housekeeper

Lonnie Holms, (2017), Security Officer

Charles Hoover (2015), Security Officer

Robert M. Huff (2016), Maintenance Technician

Walter James (2016), Housekeeper

Taurice King, (2016), Security Officer

Dale M. Knight (2016), Security Officer

James Lampkin (2016), Security Officer

Carolyn Madlock (2017), Housekeeper

James Massey (2007), Grounds Supervisor  
A.S., East Central CC; B.S., Mississippi State University

Charles Matthews, Jr. (2002), Security Supervisor 1<sup>st</sup> shift

Donald McCluskey (2014), Security Officer

Josie Morris (2015), Housekeeping Supervisor

Dian Myers (2012), Security Officer

Kyle O'Donnell (2012), Grounds Technician

LeeLee Partridge (2012), Administrative Assistant to the Assistant Vice President  
of Campus Operations  
B.A., Louisiana State University

David R. Potvin (2014), Grounds Technician

Rona Potvin (2009), Administrative Assistant to the Director of Maintenance

Mae Powell (2008), Housekeeper

Jamie Quin (2008), Security Supervisor, 2<sup>nd</sup> shift

Marilyn Ross (2010), Housekeeper

Robin Savoy (1999), Director of Campus Services

B.S.M., Belhaven University; M.S.L., Belhaven University

Lenard Schaffer, Jr. (1996), Housekeeper

Jim Scott (2014), Administrative Assistant to the Director of Security

Passion Sims (2017), Housekeeper

Dorothy Smith (2016), Housekeeper

Lisa Smith (2015), Housekeeper

Stephen Smith (2015), Grounds Technician

Michael Sterling (2015), Security Officer

Willie Stigger (2014), Housekeeper

Caleb Storck (2016), Grounds Technician

Erika Taylor (2013), Security Officer

Kevin Taylor (2007), Maintenance Technician

Roderick Thornton (2013), Security Officer

Jonathan Tolbert (2010), Maintenance Technician

James Tyler (2016), Housekeeper

Dennis Varner (2012), Maintenance Technician

Michael Wells (2006), Security Supervisor 3<sup>rd</sup> shift

Ricky White (2007), Maintenance Technician

Shemika Whitlock (2016), Housekeeper

Amy Williams (2008), Housekeeper

Johnnie Williams (2017), Security Officer

Ronald Young (2010), Housekeeper

LE Younger (2003), Housekeeper

**UNIVERSITY ADVANCEMENT**

Jeff Rickels (2012), Vice President of University Advancement

Dees Britt (2016), Director of Alumni Relations

Jim Goode (2014), Church Relations and Planned Giving Officer

Audra Russell (2016), Director of Operations

**BUSINESS AFFAIRS**

Virginia Henderson (1997), Chief Financial Officer and VP for Business Affairs  
Hinds Community College, Belhaven University

**BUSINESS OFFICE**

Connie Allen (2016), Cashier

Christy Burkes (2016), Assistant Controller

Sherry Collins (2006), Controller  
B.S., University of Southern Mississippi

James Hall (2009), Accountant  
B.S., Mid Continent University

Shekaria Summers (2002), Accounts Payable Administrator  
B.S., Belhaven University

**BOOKSTORE**

Rudy Battistelli (2014), Bookstore Manager  
B.A., Memphis State University

Brian Gates (2005), Bookstore Textbook Manager  
B.A., Mississippi College

Ashley Jordan (2014), Jackson Adult Book Exchange

Timothy Jordan (2010), Assistant Bookstore Textbook Manager

Ashley Thornton (2014), Bookstore Cashier

#### **HUMAN RESOURCES/PAYROLL**

Debra Hartfield (2012), HR Specialist I

Niki Jobe (2010), Payroll Administrator

Melia Arrington (2015), Payroll Specialist

Jennifer Brown (2012), Payroll Specialist

#### **INFORMATION TECHNOLOGY**

Bo Miller (2006), Director of Information Technology  
B.E.E., Georgia Institute of Technology

Dennis Bonds (2012), Computer Technician  
B.A., Belhaven University

Heather Cochran-Smith (2015), Assistant Systems Administrator  
B.A., Morehead State University, M.S., University of Southern Mississippi

Scott Foreman (2015), Computer Technician  
B.A., Belhaven University

David Harbaugh (2011), Assistant Systems Administrator  
B.S., Belhaven University

Laura Lovell (2011), IT Coordinator  
B.B.A., Belhaven University

Terry McInnis (2007), Computer Technician  
B.B.A., Belhaven University

Stephanie Steelman (2014), Systems Administrator  
B.S., University of Southern Mississippi

Rik Tice (2010), Server Manager  
B.S., Sterling College

#### **ENROLLMENT AND MARKETING**

Kevin Russell (2003), Vice President for Enrollment and Marketing  
B.B.A., Millsaps College; M.B.A., The University of Texas at Austin

Rebecca C. Sims (1998), Administrative Assistant to the Vice President for  
Enrollment and Marketing  
A.A.S., Jones County Junior College; B.S.M., Belhaven University

#### **LIBRARY**

Chris W. Cullnane, II (1997), Evening/Interlibrary Loan Librarian  
B.A., Indiana University; M.Div., Grace Theological Seminary; M.L.S., Indiana  
University

Charles Gauden (2007), Reference/Periodicals Librarian  
B.S., Florida State University; M.B.A., Auburn University; M.L.S., Louisiana  
State University

Tracy Harrington (2011), Reference Librarian/Database Librarian  
B.A., Bates College; M.S.L.S. University of Tennessee; M.A., Assemblies of God  
Theological Seminary

Daylan Stephens (2009), Circulation Librarian  
B.A., Belhaven University; M.L.I.S., University of Southern Mississippi

#### **REGISTRAR**

Donna Weeks (1999), Registrar  
B.S., Belhaven University

Stephanie Barrett (2008), Assistant to the Registrar  
B.B.A., Delta State University

James A. Canevaro (2016), Records Analyst  
B.S., University of Montevallo; M.Div., Reformed Theological Seminary

Edward (Bob) Cochran (2017), Records Analyst  
B.S., Mississippi College

Lee Craig (2009), Coordinator of Ceremonies  
B.I.S.E., Auburn University

Jean Anne Fairly (1998), Records Analyst  
B.S., Belhaven University

Deborah Fulton (2008), Records Analyst  
B.S., Mississippi College

Kim Long (2014), Assistant to the Registrar  
B.B.A., Mississippi State

Thomas Nations (2017), Assistant to the Registrar  
B.S., Mississippi College

Pam Savell (2003), Records Assistant  
B.A., Belhaven University

#### **STUDENT FINANCIAL SERVICES – FINANCIAL AID**

Debbie Braswell (2014), Director of Financial Aid  
A.A., Hinds Community College

Bonnie Bounds (2016), Financial Aid Communication Specialist

Matthew Burt (2015), Financial Aid Counselor

Tawesia Colyer (2005), Sr. Financial Aid Counselor  
B.S., The University of Southern Mississippi

Cressida Durham (2014) Communications Specialist

Tina Henderson (2016), Financial Aid Officer

Amanda Holiday –Gray (2015) Financial Aid Compliance Coordinator  
B.S. Mississippi College, M.S. Mississippi College;

Clate Holleman (2015), Financial Aid Counselor  
B.A. and M.A., University of Mississippi

Lyn Payne (2004), Technology Coordinator  
BBA, Millsaps College, MACC, Millsaps College

Chris Ranson (2016), Financial Aid Counselor

#### **STUDENT FINANCIAL SERVICES - STUDENT ACCOUNTS**

Ryan Braswell (2016), Military & Sponsor Administrator

Latasha Jones (2015), Student Accounts Specialist

Kim Richmond (2013), Student Accounts Specialist

#### **STUDENT AFFAIRS**

Scott Little (2001), VP for Student Affairs and Athletics /Director of Athletics  
B.A., The University of Mobile; M.Div., Southwestern Baptist Theological  
Seminary

Kelly Berkompas (2016), Caldwell Resident Director  
B.F.A., Belhaven University

Roderick Davis (2017), Residence Life Coordinator  
B.S., Mississippi University

Katelyn Deans (2017), Gillespie Resident Director  
B.S., University of South Florida  
Chelsea DeLeon (2016), Coordinator of Student Leadership & Activities  
B.S., Belhaven University

Drew Gardner (2014), Coordinator of Student Leadership and Recreation  
B.A., Belhaven University

Glenda Grant (2006), Administrative Assistant for Dean of Students  
B.S., Jackson State University

Jennifer Griffin (2006), Administrative Assistant for Student Affairs  
A.A., Hinds Community College; B.S., Jackson State University

Gregory Hawkins (2006), Dean of Students  
B.A., Belhaven University; M.A., Geneva College

Rachel Loftus (2016), Resident Director – Helen White Hall  
B.S., Belhaven University

Jo Beth Murphree (2003), Director of Student Leadership  
B.S., The University of Tennessee at Martin; M.S., Mississippi College

Roz Sabella (2017), Resident Director – University Village  
B.A., Belhaven University; M.A., University of Mississippi

Jim Strickland (2017), Resident Director – Robertson/Wells Hall  
B.S., Belhaven University

Catherine Travis (2017), Administrative Assistant for Dean of Students  
A.A.S., Hinds Community College

Christa Williams (2016), Campus Counselor  
B.F.A., Belhaven University

**UNIVERSITY RELATIONS**

Bryant Butler (2005), Director of University Relations  
B.A., Mississippi College

Jason Brock (2008) Search Engine Marketing and Media Manager  
B.S., Mississippi College

Ian Cory Drake (2012), Social Media Optimization Coordinator  
B.A., Belhaven University

Doreen Fagerheim (1997), Director of Web Services  
B.A., Houghton College

Corrie Hung (2014), Communications Specialist

David Sprayberry (2011), Assistant Director of University Relations  
B.S., Mississippi College

Chad Wallace (2012), Digital Communications Specialist  
B.S., Mississippi State University, M.A., Louisiana State University

**FACULTY**

Dana M. Armstrong (2015), Assistant Professor of Nursing  
B.S.N., University of Mississippi Medical Center; M.S.N., University of Mississippi Medical Center; Ph.D., William Carey University

Darrell Baughn (2017), Instructor of English  
B.A., Belhaven Univ.; M.A., Univ. of Alabama; Ph.D., Univ. of Alabama School of Law

Michael E. Bednarczuk, Assistant Professor and Chair of Public Administration  
B.A., Miami University; M.A., Ohio University; M. A., Stony Brook University

Rebekah Bert (2011), Specialty Instructor of Theatre  
B.A., Grove City College; M.A., Binghamton University

Gary Reid Bishop (2011), Prof. of Chemistry and Division Chair of Natural Sciences  
B.S., Mississippi College, Ph.D., University of Mississippi Medical Center

Krista Bower (2012), Chair and Associate Professor of Dance  
B.F.A., Belhaven University; M.F.A., Jacksonville University/White Oak

Elizabeth Brandon (2015) Associate Professor of Biology  
B.S., Delta State University; Ph.D., University of Alabama, Birmingham

Jeffrey Brannon (2012), Assistant Professor and Chair of the Biblical Studies Dept.  
B.S., Samford University; M.Div., Reformed Theological Seminary (Florida); Ph.D., University of Edinburgh

Phillip Carlson (2012), Assistant Professor of Chemistry and Physics  
B.S. Wayland Baptist University; Ph.D. Iowa State University

Benjamin Carr (2009), Associate Professor of Exercise Science  
B.S., Mississippi College; M.S., University of Southern Mississippi

LeAnn Carter (2015), Associate Professor of Education  
B.A., University of Mississippi; M.Ed., University of Mississippi, Ed.D., University of Mississippi

Cornelius Denson, Jr. (2013), Assistant Professor of Graphic Design  
B.F.A., Mississippi State University; M.F.A., Savannah College of Art & Design

Lee Denton (2016), Instructor of Business (Memphis)  
B.B.A., Millsaps College; J.D. University of Mississippi

Joanna B. Dieckman (2000), Assistant Professor of Spanish  
B.A., Millsaps College; M.A., The University of Mississippi

Susan M. Duett (2015), Assistant Professor & Director of Health Administration  
B.S., Mississippi State University; M.B.A., Mississippi State University; M.S. The University of Mississippi Medical Center; Ph.D., The University of Mississippi Medical Center

John Estes (2012), Assistant Professor and Chair of Mathematics  
B.S., Oral Roberts University; M.S. and Ph.D., University of Mississippi

Debi Fatherree (2015), Assistant Professor of Nursing  
A.A., Alcorn State University; B.S., Mississippi University for Women; M.S.N., University of Mississippi

Rose Mary Foncree (1999), Associate Professor of English and Director of Omega College  
B.A., M.A., Valdosta State College

Becky Freeman (2015), Assistant Professor of Theatre Costuming and Production  
B.S., University of Alabama; M.F.A., University of Alabama

Joseph D. Frost (2004), Professor of Theatre  
B.A., Malone College; M.A., M.F.A., Regent University

Angela Gaddis (2006), Associate Professor of Social Services and Chair of Social Work  
A.A., Clarke College; B.S.W., University of Mississippi; M.S.W., University of Southern Mississippi; Ph.D., Univ. of Alabama

Rebecca Geihler-Chittom (2016), Specialty Instructor of Music  
B.A., Centenary College of Louisiana; M.M., University of Mississippi; D.A., University of Mississippi

Paxton Girtmon (2007), Professor of Music  
B.A., Northwestern State University; M.A., Northwestern State University; Ph.D., University of Southern Mississippi

Geoffrey P. Goldsmith (1993), Professor and Chair of the Accounting Department  
B.A., Hillsdale College; M.B.A., Michigan State University; M.A.T.S., Wheaton College; Ph.D., Kent State University

Charles Green (2013), Instructor of Education (Memphis)  
B.S., Southern University; M.E.D., Loyola University; Masters plus 30, University of New Orleans; Ph.D., Iowa State University

Matthew Guinn (2017), Associate Professor of Creative Writing  
B.A., Univ. of Georgia; M.A., Univ. of MS; Ph.D., Univ. of South Carolina

Gretchen Haien (2007), Associate Professor of Art  
B.A., Belhaven University; M.F.A., Louisiana Tech University

Edrick L. Hall (2016), Instructor of Psychology (Houston)  
B.A., Prairie View A&M University; M.A. Prairie View A&M University

Tiffany Harrington (2016), Developmental Reading and Writing Director  
B.A., Belhaven College; M.A., Mississippi College; Ph.D., Jackson State Univ.

Claude Peter Hays, III, CPA (1998), Assistant Professor of Business Administration  
B.S., M.B.A., The University of Southern Mississippi

John Herberich (2013), Instructor of Biblical Studies (Chattanooga)  
B.A., University of Akron; M.Div., Trinity Evangelical Divinity School; M.Th., Covenant Seminary; D.Min., Westminster Seminary

Donald Hubele (1997), Associate Professor of English; Chair of the English Department  
B.A., Malone College; M.A., California State University; Th.G., Baptist Bible College; D.A., Middle Tennessee State University

Marsha James (2011), Assistant Professor of Business Administration  
B.S., University of Texas; M.B.A., Millsaps College; Ph.D., University of Alabama

Yusufu Jinkiri (1998), Associate Professor of Business Administration  
B.S., Ahmadu Bello University; M.A., Wheaton College; Ph.D., The University of Connecticut

Brodie Johnson (2017), Instructor of Business  
B.S., Memphis State Univ.; M.S., Memphis State Univ.; Ph.D., Capella Univ.

Ken Jones (2017), Instructor of Social Services  
B.A., Univ. of Oregon; M.Div., Princeton Theological Seminary; M.A., Univ. of South Dakota; Ph.D., Univ. of South Dakota

Jonathan G. Koeford (2016), Assistant Professor of History  
B.A., Arizona State University; M.A. Saint Louis University; Ph.D. Boston University

Cynthia Leavelle (2011), Director of English Language and Culture Project  
B.S., University of North Texas; M.A., University of North Texas

Glenda K. Lee (2014), Assistant Professor of Nursing  
B.S.N., University of Mississippi; M.S.N., University of Mississippi

Latoria Lewis (2016), Instructor of Public Administration (Jackson)  
B.S.M., Belhaven University; M.S.M., Belhaven University; D.B.A., Baker College

Marc W. Lewis (2016), Instructor of Health Administration (Jackson)  
B.S., University of Louisiana; M.S. Trinity University; Ph.D. University of Southern Mississippi.

Carina Lindsey (2017), Director of Student Success  
B.S., Mississippi State University; M.S. Mississippi State University; Ph.D. University of Mississippi.

Joseph M. Martin (1989), Professor of Christian Ministries  
B.A., Duke University; B.D., Th.M. Columbia Theological Seminary; Ph.D., Georgia State University

Warren Matthews (2013), Professor of Business Administration (Houston)  
B.A., Texas A&M University; Ph.D., Texas A&M University

Lydia McCadle (2007), Professor of Education  
B.S., Delta State University; M.S., Mississippi State University; Ed.D., Mississippi State University

Aaron McCarver (2010), Specialty Instructor of English Composition  
B.S., Wesley College; M.A., Mississippi College

Sandra McClendon (2013), Instructor of Social Services (Jackson)  
B.A., Coker College; M.S.W., University of South Carolina

Tina McDyess (2014), Assistant Professor of Nursing  
B.A., University of Southern Mississippi; B.S.N., University of Mississippi; M.S.N., University of Mississippi

Jerold Meadows (2013), Instructor of Business (Jackson)  
B.S., Mississippi College; M.B.A., Mississippi College; Ph.D., Capella University

Rebekah Mincey (2013), Assistant Professor of Education  
B.S., William Carey University; M.S., William Carey University; Ph.D., University of Southern Mississippi

Bill Moak (2016), Chair and Assistant Professor of Communication  
A.A., Southwest Mississippi Community College; B.A., University of Mississippi; M.S., University of Southern Mississippi

James (Will) Moody (2013), Instructor of Business (Jackson)  
B.A.cc., Mississippi State University; M.B.A., Mississippi State University

Laura Morton (2004), Associate Professor of Dance  
B.S., The University of Houston; Ad Deum Dance Company; Houston Ballet Ben Stevenson Academy

Eleanor Nabors (2017), Assistant Professor of Business Law  
B.B.A. Mississippi State Univ.; J.D., Mississippi College of Law; MBA, Univ. of Mississippi

Rick Negron (2016), Chair and Assistant Professor of Film Production  
B.S., University of Miami; M.F.A., Regent University

Jonathan Neiswinger (2016), Assistant Professor of Biology  
B.S., Geneva College; Ph.D. Johns Hopkins School of Medicine

Claudia Nisbett (2011), Professor of Education  
B.S.E., Delta State University; M.Ed., Delta State University; Ed.D., Delta State University

Joel Oakley (2015), Assistant Professor of Mathematics  
B.S., Mississippi State University; M.S., Mississippi State University; Ph.D., University of Georgia

David O'Gwynn (2015), Assistant Professor and Chair of Computer Science  
B.S., Belhaven College; M.S. Mississippi State University; Ph.D., University of Alabama at Birmingham

Tracie Parish (2016), Associate Professor of Exercise Science  
B.S. University of Southern Mississippi; M.Ed., Mississippi College; Ph.D. Louisiana State University

Andrew C. Parker (2016), Assistant Professor of Business (Atlanta)  
A.S. Community College of the Air Force; B.A., Southeastern Baptist Theological College; M.Div., New Orleans Baptist Theological Seminary, Ph.D., The Southern Baptist Theological Seminary

MaryLou Parrott (2013), Professor of English  
B.A., Eastern Nazarene College; M.A., University of Maryland; Ph.D., University of Maryland

Seth A. Parry (2016), Associate Professor of History and Chair fo the Division of Humanities  
B.A., Houghton College; M.A., Hunter College; Ph.M., CUNY Graduate Center; Ph.D., CUNY Graduate Center

William M. Penn, Jr. (1981), Professor of Economics and Business  
B.A., Western Maryland College; Ph.D., Duke University

Robert W. Pennebaker (2003), Associate Professor of Art; Chair of the Visual Arts Department  
B.A., M.A., Mississippi College

Christopher Allen Phillips (2016), Specialty Instructor of Music  
B.M., Samford University; M.M.Ed., Samford University

Stephen Phillips (1999), Associate Professor of History and Political Science  
B.A., Dallas Baptist University; M.A., Texas A & M University - Commerce; Ph.D., Baylor University

Ron Pirtle (2017), Instructor of English  
B.A., Western Carolina Univ.; M.A., Western Carolina Univ.; M. Div., The Southern Baptist Theological Seminary; M. Div., Liberty Theological Seminary

Kim Priesmeyer (2012), Associate Professor of English (Houston)  
B.S., Ball State University; M.A., University of Houston - Clear Lake; Ed. D., Sam Houston State University

Bettye H. Quinn (1966), Associate Professor of Education  
B.A., Belhaven University; M.Ed., Mississippi College

David Riddering (2012), Assistant Professor of Business  
B.A., University of Puerto Rico; M.B.A, Ph.D., Inter-American University

Ginger Roark (2013), Assistant Professor of Accounting  
B.S., University of Mississippi; M.B.A., Mississippi College; C.P.A

Leslie Robinson (2013), Specialty Instructor in Chemistry  
B.S., Mississippi College; M.S., University of Mississippi Medical Center; Ph.D., University of Mississippi Medical Center

Erin Rockwell (2008), Associate Professor of Dance  
B.A., St. Olaf College; M.F.A., California State University

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The Royal Academy of Dancing and Commonwealth Society of Teachers of Dancing majors examinations; Ad Deum Dance Company in Houston, Texas

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