

BELHAVEN UNIVERSITY

Jackson, Mississippi

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

*CATALOGUE 2020-2021
EFFECTIVE JULY 1, 2020*

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Website

<http://www.belhaven.edu>
<http://chattanooga.belhaven.edu>
<http://jackson.belhaven.edu>
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Visitors are welcome at Belhaven University. The admission office for the Traditional program is located on the 2nd 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. 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, masters, and doctorate degrees. Questions about the accreditation of Belhaven University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 3033-4097, by calling (404) 679-4500, or by using information available on the SACSCOC's website (www.sacscoc.org).

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 Accreditation Council for 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 Health Administration, Master of Public Administration, Master of Science in Leadership, Master of Sports Administration, Bachelor of Science in Accounting, Bachelor of Science in Business Administration, Bachelor of Business Administration, Bachelor of Science in Management and Bachelor of Sports Management.

Contact information for state licensure is listed below. If you are an online student residing in a state not listed below please contact the Dean of Online Studies' 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](#).

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>

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.

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 Chattanooga campuses are located in downtown Chattanooga at 820 Broad Street, Suite 200, Chattanooga, Tennessee and in Dalton, Georgia at 2103 Fiber Park Dr., 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.

TRADITIONAL PROGRAM: INFORMATION FOR PROSPECTIVE STUDENTS

ACADEMIC CALENDAR 2020-2021

TRADITIONAL COURSES		2020-2021
<u>FALL SEMESTER 2020</u>		
Aug. 19 – Wed.	Service of Dedication for the School Year at 7:00 p.m. Kickoff Gathering	
Aug. 20 - Thurs	Faculty Workshop	
Aug. 21 – Fri	Welcome Week / New Student Orientation	
Aug. 21 - Fri	Move-in for new students at 8:30 a.m.	
Aug. 21 - Fri	Move-in for returning students at 1:00 p.m.	
Aug. 21 - Fri	Advising & Registration for Fall 2020	
Aug. 24 - Mon	Traditional day and evening classes begin	
Aug. 25 – Tues	First Chapel Service	
Aug 28 – Fri	Last day to add a course, Internship, Independent Study, or change course status to pass/fail, audit	
Aug. 30 – Sun	Last day to drop a course without a grade (Mon., Aug. 31 - Start of Grades Given for dropped courses)	
Aug. 31 - Mon	Graduation application deadline for Spring 2021 degree completion (Traditional students)	
Oct. 8 – Thurs	Mid-semester grades to be posted by 8:30 a.m.	
Oct. 26-30 M-F.	Advising and Registration for Spring 2021	
Nov. 11-Wed	Last day to drop a course with a grade of W	
Nov. 24-Tues	Last day in-person course meeting	
Dec. 1 - Tues	Final Evening Exams begin	
Dec. 3 – Thurs	Day-Class exams begin – see Exam Schedule Times	
Dec 10 – Thurs	All grades should be posted by 8:30 a.m.	
Dec. 10 - Thurs	Residence Halls close at 5:00 p.m.	
<u>SPRING SEMESTER 2021</u>		
Jan. 8 – Fri	Residence Halls open for ALL students at 8:30 a.m.	
Jan. 8 - Fri	New Student Orientation - Afternoon.	
Jan. 8 - Fri	Advising & Registration for spring 2021	
Jan. 11 - Mon	Traditional day and evening classes begin	
Jan. 15 - Fri	Last day to add a course, Internship, Independent Study, or change course status to pass/fail, audit	
Jan. 17 – Sun	Last day to drop a course without a grade	
Jan. 18 - Mon	Martin Luther King, Jr. Holiday – no day or evening classes	
Jan. 29 - Fri	Graduation application deadline for summer 2021 and fall 2021 degree completion (Traditional students)	
Feb. 16 – Tues	Tentative “Snow Day” no Traditional Day or Evening Classes	
Feb. 25 - Thurs	Mid-semester grades to be posted by 8:30 a.m.	
Mar. 10 – Wed	Tentative “Snow Day” no Traditional Day or Evening Classes	
Mar. 22-26 Mon– Fri.	Advising and Registration for Summer & Fall 2021	
Apr. 1 - Wed	Last day to drop a course with a grade of W	
Apr. 2-5 F-Mon.	Easter Break begins at 8 a.m. Fri April 2 and ends at 8 a.m. Tues, April 6	
Apr. 20 - Tue	Last regular Day-class meeting	
Apr. 20 - Tue	Evening Exams begin	
Apr. 21 – Wed	Study Day (No Day-Class Exams – Wed evening-course exams only)	
Apr. 22 – Apr. 26: Thur –Mon.	Final Exams	
Apr. 27 – Tue. 8:30 a.m.	All grades to be posted by 8:30 a.m.	
May 1 – Sat	Commencement Ceremonies (Tentative)	
May 1 - Sat	Residence Halls close at 5:00 p.m.	
<u>SUMMER SEMESTER 2021</u>		
May 11 - Mon	May term classes begin	

May 11 – Mon	Last day to add or drop a May-term course
May 18-22 – M-F	Registration for Summer I and Summer II sessions
May 21 – Thurs	May term classes end
May 22 – Fri	May term exams
May 25 - Mon	Memorial Day Holiday
May 26 – Tues	Summer I session classes begin
May 30 /June 6–Sat	Summer I session – Mon/Wed night class Sat meetings (8:30 a.m. – 12 Noon.)
June 5, Fri	Transfer Orientation
June 20 – Sat	Summer I session – Tue/Thur night class Sat meeting (8:30 a.m. – 12 Noon)
June 11-12, Th-Fri	Freshmen Orientation
Jun. 26 – Fri	Summer I session classes end – Day and M/W & T/R night classes
Jun. 29-30 – M-Tue	Registration for Summer II session
Jun. 29-30 – M-Tue	Summer I session exams (6/29-Day Course Exams & M/W evening exams; 6/30 – T/Th evening exams)
Jul 1 – Wed	Summer II session classes begin
Jul. 3 - Fri	Independence Day Holiday observed- no classes
Jul. 11 - Sat	Summer II session – Mon/Wed night class Sat meeting (8:30 a.m. until Noon)
Jul. 25 - Sat	Summer II session – Tue/Thur night class Sat meeting (8:30 a.m. until Noon)
Aug. 4 – Tues	Summer II session classes end – Day Classes, M/W & T/R night classes
Aug. 5-6 – W -Th	Summer II session exams (8/5- Day Course Exams & Wed evening exams; 8/6-Thur evening exams)
Aug. 15 - 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

1. All freshmen should complete an application for admission and submit the nonrefundable \$25 application fee to the office of admission at Belhaven University.
2. 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.
3. 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 18 or SAT I combined score of 940 on the critical reading and math tests and a 2.0 grade point average on a 4.0 scale are required for automatic admission.

*Students who will not submit ACT, SAT or CLT scores as part of their admission application will need to indicate that they are applying as "Test Optional" on their admission application. If you are considering this option, we encourage you to speak with your admission counselor. Please note that some academic majors such as Education and Nursing require test scores and the University reserves the right to request an academic recommendation in lieu of test scores. Students must have a minimum of a 2.75 high school cumulative GPA to be eligible to apply as Test Optional.

4. 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.
5. 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	Group II
English	business subjects – maximum 2 units
*foreign language	speech, communications – maximum 2 units
history	music, art, theatre – maximum 2 units
mathematics	
science	
social studies	

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

6. 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.
*Students who will not submit ACT, SAT or CLT scores as part of their admission application will need to indicate that they are applying as “Test Optional” on their admission application. If you are considering this option, we encourage you to speak with your admission counselor. Please note that some academic majors such as Education and Nursing require test scores and the University reserves the right to request an academic recommendation in lieu of test scores. Students must have a minimum of a 2.75 high school cumulative GPA to be eligible to apply as Test Optional.
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.

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.)

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.

*Students who will not submit ACT, SAT or CLT scores as part of their admission application will need to indicate that they are applying as “Test Optional” on their admission application. If you are considering this option, we encourage you to speak with your admission counselor. Please note that some academic majors such as Education and Nursing require test scores and the University reserves the right to request an academic recommendation in lieu of test scores. Students must have a minimum of a 2.75 high school cumulative GPA to be eligible to apply as Test Optional.

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, from a junior/community 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
E-mail: 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.

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.

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 any 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.

STUDENT FINANCIAL SERVICES REGULATIONS**Student Financial Services****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://online.belhaven.edu/college_tuition.htm

General Fees

Tuition (full time 12-18 hours)	\$13,325
Course overload (for course loads above 18 semester hours per semester hour)	\$ 485
Internship (per semester hour).	\$ 485
Auditing (all courses, per semester hour)	\$ 485

Special Fees (In addition to tuition)

Application fee (assessed each student when he/she applies for admission)	\$ 25
Tuition Deposit Fee*	\$ 100
(Required for all accepted applicants and will be applied to first semester tuition).	
Housing Deposit*	\$ 100
(required each semester)	

*refundable up to and including May 1st

Student Activity fee	\$ 375
Health insurance (available for all students)	rate subject to change
International student fee	\$ 50
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
Returned check fee	\$ 35
Letter of good standing (enrollment verification)	\$ 7
Degree/Certificate Completion audit fee	\$ 65
Transcript fee	\$ 10
(for the first two copies, additional copies are \$2 each, per request)	

Payment Policy

All registration charges are due on the first day of each course. Outstanding balances are considered Past Due on the 10th day of the first course of the semester unless the students has a satisfactory payment arrangement on file with Student Financial Services.

Students whose accounts are past due may subject to late fees of at least \$100.00, Schedule changes, semester grades, transcripts, and registration for future semesters may be denied for students with past due accounts.

Institutional Refund/Withdrawal Policy

Students who officially withdraw from the University traditional semester program may be entitled to a tuition refund on the semester 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 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.

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/
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. 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 (Traditional Program)

Entering Freshman

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.

Transfer Students

Belhaven gladly welcomes transfer students and works with them to assist in meeting the financial obligation to 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.

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.

Federal Student Aid

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. Some federal grant programs are limited so apply early to receive the best offer.

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 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.

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 disbursement 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. An undergraduate student must maintain a cumulative GPA of 2.0 or better and a graduate student must maintain a cumulative GPA of 3.0 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 at least 15 credit hours and meet all other requirements. Access information and application at 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.

Employer Tuition Benefits Programs

Certain employers provide various tuition benefits for their employees and dependents who meet certain criteria. Students wishing to use their employer's education benefits must complete the Certification Request available on BlazeNet each year. Additionally, a current statement of eligibility from your employer must be submitted each year. Most employer tuition benefit plans that pay based on enrollment certification will be considered for acceptable payment agreements. Most employer benefit plans will require satisfactory completion of courses prior to tuition reimbursement. Reimbursement plans will not be considered as a satisfactory payment arrangement, therefore the student will be responsible for all tuition and fees on the first day of the course.

Veterans' Benefits

Certain armed service veterans and dependents who qualify under federal laws administered by the Veterans Administration are eligible to receive educational benefits. Service members wishing to use their education benefits must complete the Certification Request available on BlazeNet each year. Additionally, a current Certificate of Eligibility must be submitted prior to first semester of attendance. 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 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. Student wishing to use vocational rehab benefits must complete a Certification Request available on BlazeNet each year. 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 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 8 sessions each semester they are enrolled at Belhaven. Chapel attendance is included in the student's transcript as a satisfactory 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.

Belhaven Basics BU 101 & BU 102

BU 101 and BU 102 are 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 BU 101& BU 102 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 courses challenges students to explore different topics and experiences as they relate to personal strengths. Through the use of the StrengthsFinder[®] 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) 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. 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.

<https://belhaven.bncollege.com/shop/belhaven/home>

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

Alpha Psi Omega (Theatre)
Phi Beta Lambda (Business)
Kappa Delta Epsilon (Education)
Natalational Honor Society of Dance (NHSDA)
Phi Alpha (Social Work)
Sigma Beta Delta (Business)
Sigma Tau Delta (English)
Sigma Zeta (Math and Science)

Religious Organizations

Baptist Student Union (BSU)
Fellowship of Christian Athletes (FCA)
Reformed University Fellowship (RUF)
Student Missions Fellowship (SMF)

Other Student Organizations

BAT (Belhaven Activities Team)
Belhaven Biology-Chemistry Club
Belhaven History Club
Belhaven Leadership Council (BLC)
Biblios (Bible)
Diverse Students Association (DSA)
DOXA (Dance)
His Hands and His Feet (Social Work)
Sports Medicine & Exercise Science
Student Ambassadors
Students In Free Enterprise (SIFE)
Urban Dance Club
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 Belhaven Basics 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 Reception held during 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	Aeline 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 Alumnus 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
2018	Charley Lynn Chase III '68	Alumnus of the Year
	Josh Jackson '11	Young Alumnus of the Year
	Larry Mills '61	Spirit of Belhaven Award
	Alice Powers Williams '78	Bettye Quinn Education Award
	W. Lynn Stringer '71	STEM Distinction Award
	Elizabeth Weeks Crisler '95	Entrepreneurial Award
	Clarissa Behr Davis '75	Arts Excellence Award
	Katherine Alun Moore Yaegashi, '67	World Service Award
	Charles Haynes, '11 & '13	Community Service Award
2019	Matt Buchanan, '01	Alumnus of the Year
	John Sima, Jr., '12	Young Alumnus of the Year
	DeSean Dyson, '06	Bettye Quinn
	Lee Ann Foreman, '14	Business Success
	Vicki Moorehead, '88	STEM Distinction
	Alex Riser, '11, '14	Entrepreneurial
	Karen Hamm Castleman, '00	Arts Excellence
	Stuart Mills, '99	World Service
	Ronnie Crudup, '06	Community Service
	Robert Griffin, '63	Church Service
	George "Mike" Dixon, '75	Ministry Influence
	Matthew Nasekos, '95	Spirit of Belhaven

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 in Performance, Bachelor of Music in Composition, 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.

In order to stay in compliance with Federal regulations, the registrar's office reserves the right to update your record as degree complete when routine analysis of degree requirements verifies your degree is complete regardless of graduation application submission.

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. For an undergraduate certificate at least 25% of coursework must be taken at Belhaven University.

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 Applied English Biblical Studies and Ministries Classical Education Studies Criminal Justice Dance Digital Media English Film Production Global Mathematics Graphic Design History Intercultural Studies International Studies Mathematics Philosophy of Worldviews Political Science Psychology w/Creative Arts Therapy Public Relations Theatre
Bachelor of Arts in Music:	Music
Bachelor of Arts in Music Education:	Music
Bachelor of Fine Arts:	Art Creative Writing Dance Graphic Design
Bachelor of Music in Composition:	Composition
Bachelor of Music in Performance:	Performance
Bachelor of Science:	Accounting Global Psychology

Arts Administration	Elementary Education
Biological Sciences	Health Administration
Business Administration	Leadership and Coaching
Chemistry	Mathematics
Computer Information Systems	Psychology
Computer Science	Sports Management
Global Math	Sports Medicine: Exercise Science

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	Graphic Design
Art	Health Administration
Biblical Studies	History
Biology	International Business
Business Administration	Management
Chemistry	Marketing
Child Advocacy	Mathematics
Classical Education	Music
Coaching	Philosophy of Worldviews
Computer Science	Physics
Creative Writing	Political Science
Dance	Psychology
Data Science	Public Relations
English	Sociology
Entrepreneurship	Sports Management
Film Production	Sports Medicine: Exercise Science
Finance	Theatre
Global Studies	

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
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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.
- Transfers: BU102* 1 hour
 - *Transfers see Goal VI

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

- Biology125 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 6 hours
- Transfers - WVC302 - 2 hours; BU 102 - 1 hour 3 hours
- Students who have transferred to Belhaven will be required to complete BIB 220 & BIB 221 and WVC 302 & BU-102.
- WVC302 and BU 102 are to be taken within the first two semesters of transfer and are 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 WVC302)

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 within 30 days of the last class meeting date for the course in which the “I” is requested. Should a student fail to complete the required work by the deadline, 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

The following stipulations apply to this policy:

1. 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.
2. All grades remain on the transcript; however, the highest grade earned in each course will be the one used to recalculate the GPA.
3. 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

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. Repeating a course may influence a student’s financial aid or sports eligibility.

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 first week of a semester (see Calendar for specific dates).

Courses other than BU 101 / BU 102 (Belhaven Basics), Freshman English or the ENG 225/226, HIS 225/226 and HUM 225/226 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 transcript. Beginning day one of week 2 of the semester, a student will be allowed to drop a course, but that course will appear on the student's transcript with a grade of W. Courses may be added for credit or audit, or changed from one enrollment status to another (credit, audit, pass/fail) during first five days of a semester.

Any course dropped after last day to drop with a grade of W will receive a grade of F. (see Calendar for specific dates)

A student who stops attending class without securing official withdrawal approval receives an F in the course(s).

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 18 semester hours. Requests to exceed the maximum of 18 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 Blazenet. The office of the registrar will not show students their grades nor give grades over the telephone or by email.

Mid-semester grades are submitted and may be viewed on Blazenet.

Transcripts

Students can order an official transcript via the National Student Clearinghouse Transcript Ordering Center (<https://tsorder.studentclearinghouse.org/school/select>). The Registrar is not permitted to issue transcripts for a student with an active account hold.

Transcript Fee Schedule (Per Recipient)

Copies 1-2: \$10.00 total

Copies 3 +: \$ 2.00/copy

Processing: \$ 2.50

Electronic PDF: \$ 1.00 (Applies only to transcripts sent electronically to a recipient outside of the NSC Electronic Transcript Exchange network)

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.

Miniterms

Two-week miniterms are offered twice each year at Belhaven University: 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 miniterms.

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 Program

The Honors Program 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 81 CLT score)
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, and interview with Director of Honors Program

Graduation as Honors Fellow

Students who complete the Honors Program by meeting the following requirements may graduate with distinction as an Honors Fellow:

- 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 Director of the Honors Program.

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 Blazenet. The form must be approved by the Registrar's Office before a student can register for the course at the other institution.

Concurrent Online Enrollment - Traditional Students

- Full-Time Students
 - Must have cumulative Belhaven 2.0 GPA or higher.
 - Must have positive recommendation from the student's assigned academic advisor.
 - Requires approval of the Advisor and Registrar.
- Part-Time Students
 - Must have cumulative Belhaven 2.0 GPA or higher.
 - Requires approval of the Advisor and Registrar.

Changing Locations

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 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 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. 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 45 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.
- **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.
- **Prior Learning Assessment (PLA) (Maximum credit - 30 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.

PLA if assessed through two course options as described below:

BU294 Prior Learning Assessment Portfolio

This course is designed to assist the student with the development of an experiential learning portfolio. This includes developing a resume, reflecting on the personal journey through an autobiographical essay, application of a Christian worldview, and identifying knowledge and skills learned from previous work educational and work experiences in the experiential essays. The portfolio will be the basis of evaluation of work and life experiences for possible college credit. Students may write for up to 12 hours of credit for each occurrence of BU294 (resulting in a total possible of 15 credits, 3 from BU294 and up to 12 experiential credits). Students must register for BU294 in term 1 of the semester prior to the semester of graduation. BU294 may be repeated if more than 12 credit hours of PLA credit need to be assessed, not to exceed the limit of 30 credit hours from this option, including the credits earned through BU294.

BU29X Prior Learning Assessment Portfolio 1-3 credits

This course is designed to assist the student with the development of an experiential learning portfolio when less than four credit hours are needed. This includes developing a resume, reflecting on the personal journey through an autobiographical essay, application of a Christian worldview, and identifying knowledge and skills learned from previous work educational and work experiences in the experiential essays. The portfolio will be the basis of evaluation of work and life experiences for possible college credit. Students may write for 1-3 hours of credit in BU290. Students must register for BU291, BU292, or BU293 (depending on the number of elective credits needed) in term 1 of the semester prior to the semester of graduation. BU291, 2, or 3 are Pass/Fail courses.

All PLA submissions from either course option listed above must be completed by the end of term 1 of the semester prior to the semester of graduation.

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 30 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.

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 (calculated on the 100th decimal place and not rounded) on the Belhaven University record and meet the minimum to be eligible:

cum laude, 3.40 – 3.69; magna cum laude, 3.70 – 3.89; summa cum laude, 3.90 and higher.

To graduate "with honors," a student must have a minimum of 45 academic hours carrying quality points at Belhaven University and a 3.40 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.

1)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 – 2nd 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.

2) 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* 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
	8	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,

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

Belhaven University has partnered with The University of Mississippi and Mississippi State University to offer dual degree programs in the natural sciences and engineering. This partnership gives students the unique opportunity to receive a Christ-centered liberal arts education and earn a degree from Belhaven. An additional degree can be earned from either the University of Mississippi in Civil, General (Business Administration, Pre-Law, or Pre-Med Emphasis), or Mechanical Engineering or from Mississippi State University in Chemical, Civil, or Mechanical Engineering.

Upon applying for admission, students will select a pre-approved major at Belhaven. At Belhaven, in addition to major's requirements, students will take standard engineering science and mathematics courses (Introduction to Engineering, Programming in Matlab, General Chemistry I and II, Calculus I-IV, Differential Equations, Engineering Physics I and II, Statics, Thermodynamics). Students then will enroll at their selected partnership university and complete degree requirements to fulfill both degrees.

To declare Engineering as a major ACT math sub score must be 25+ (SAT math sub score must be 610+, or High School Calculus grade must be A or B if Test Optional). If ACT math sub score is 22-24, may declare Engineering as a major contingent on passing MAT 101 the summer before Freshman Fall.

Belhaven's Mathematics and Science faculty will advise students to help with the admissions process, course advisement, Co-op opportunities, and financial aid at their selected partnership institution.

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
Health Administration
Sports Management

Division of Ministry and Human Services

Biblical Studies and Ministries
Intercultural Studies
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

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	Philosophy of Worldviews	PHI
Council Studies	COS	Physics	PHY
Creative Writing	CWR	Political Science	PSC
Dance	DAN	Psychology	PSY
Economics	ECO	Reading	REA
Education	EDU	Sociology	SOC
English	ENG	Social Work	SWK
English Language Teaching	ELT	Sports Management	SMA
English as a Second Language	ESL	Sports Medicine and Exercise Science	SME
Film Production	FLM	Theatre	THE
Graphic Design	GDS	Worldview Curriculum	WVC

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 69 hours. The 23 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.

Students completing the accounting major will be qualified to take the CPA exam in Mississippi. Accounting majors desiring to take the CPA exam in the state of Mississippi should note that that a bachelor's degree, specific courses, and 120 semester hours of college credit are required as a prerequisite for taking the exam, and 150 hours and a year of experience under the supervision of a licensed CPA are required for CPA licensure.

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, 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, or BUS 414.

213-214 Principles of Accounting (3-3).

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)*

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)
- 317 Accounting Information Systems (3).** Prereq: ACC 213-14 and 217. A study of how computerized systems record, summarize, and report accounting information, with an emphasis on the internal controls needed for accurate and reliable accounting information. It includes the development of an accounting information system and the steps taken by internal and external auditors to assess the system. This course is an elective. (Offered 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)
- 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. Preq/Coreq: ACC 412
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)
- 424 Governmental and Not-for-Profit 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.
- 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)

Professor Theisen, co-Chair
Part-time Professor Haien

The Art and Design Department at Belhaven University seeks to foster a creative community of makers that is holistic and multidisciplinary to meet the realities of the connected economy. A creative community is one that nurtures productivity and scholarly research among all its participants. It is engaged in learning that is self-directed and hands-on guided by faculty that provide skill-training and thoughtful critique. We believe that artists and designers are crucial in shaping the culture through the application of knowledge, leadership, creative thought, innovation, and a Biblical Worldview.

It is our goal to help students develop the creative vision, aesthetic insight, technical skill, intellectual rigor, spiritual discernment, and work ethic necessary for the practice of visual creation from a Christian worldview. In short, the department is determined to establish students as emerging peers. The department also seeks to provide the campus and local community with opportunities to encounter and engage with works of visual art and graphic design and their creators. Art and Design majors gain professional experience through participation in public exhibitions, including the senior show, as well as opportunities for internships.

The Art and Design Department offers a Bachelor of Arts, a Bachelor of Fine Arts, and a minor in both Graphic Design and Visual Art, as well as a Bachelor of Arts in Tradigital Studies. Art and Design majors (freshman and transfer) enter as BA candidates and are admitted to BFA standing upon successful completion of foundation courses with the permission of the faculty.

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

27 hours of foundation courses (ART 120-121, 125, 128, 240, 250, 280 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)

6 hours Graphic Design courses (GDS 110 and 112)

3 hours of studio art electives

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:

27 hours of foundation courses (ART 120-121, 125, 128, 240, 250, 280 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)

6 hours Graphic Design courses (GDS 110 and 112)

3 hours of senior seminar (ART 401)

24 hours of studio art electives

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, 3 hours from ART 360, 361, 460, or 461, and 12 hours ART electives.

Visual arts majors are required to attend and participate in scheduled departmental meetings. Visual arts majors are responsible to read and abide by all departmental policies as described in the Art and Design Department Manual.

Honors Program: The Art and Design 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 Program” found in the “Administration of the Curriculum” section of the catalogue.

Bachelor of Arts in Tradigital Studies (BA): 54 hours to include: 24 hours of foundation courses (ART 120-121, 125, 128, 130, 131, 250, and 280) 3 hours of art history (World Art 360) 27 hours of graphic design to include (GDS 110, 112, 114, 210, 240, 300, 320,440, and 488)

Honors Program: The graphic design department offers the opportunity to enroll in courses for Honors credit, by request and subject to faculty approval. For honors program policies, see “Honors Program” 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)*

128 3-D Design, Tools, & Materials (3).

Introduction to the theory and practice of three-dimensional design. Students gain familiarity with a variety of tools and materials including basic digital applications; unit projects focus on the role of space, volume, mass, location, scale, texture, and materials in three dimensions. *(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)*

- 210 Ceramics I (3).**
This course serves as an introduction to ceramic processes. Basic elements of hand building, wheel throwing, glazing and firing techniques will be explored.
- 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. *(Spring only)*
- 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)*
- 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 19th and 20th-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. 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.

Biblical Studies and Ministries (BIB)

Assistant Professor Brannon, Chair

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, 303, 307, 308; (2) nine hours from BIB 221, 310, 311, 317; (3) BIB 302, 350, 408, 417, 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).

This course is an exploration of the Old Testament and its central themes. God is the great king over all creation who has created humanity to have a relationship with him and to extend his reign throughout the entire earth. By entering into covenants, God makes promises to his people and calls them to be faithful to him. 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 an exploration 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.
- 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)*
- 303 The Books of Moses (3).**
The first five books of the Bible lay the foundation for the remainder of God's word. They give the origins of creation, human sin, the history of salvation, and God's covenant with his people. These books also point to Christ and the complete salvation that comes through him.
- 307 Old Testament Historical & Poetic Books (3).**
The historical books of the Old Testament relate how God's plan of salvation is worked out in real events that take place in history. The poetic books give us God's word through human voices -the response of human living in relationship with God. Taken together, these books give us God's actions in history, and the responses of his people to these actions.
- 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)*
- 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 Nature & Purpose of the Church (3).**
God calls his people to participate in his work in his world. This course explores what that means by examining how the church is described in Scripture and what work it is called on to do. There is a special focus on evangelism and discipleship. *(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 Music, Movies, and Worldview (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 Children's Ministry (3).**
Both Bible content and methodology are studied to prepare students for teaching the Bible in a variety of children's ministry settings. *(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).**
The broad scope of international missions is presented by studying biblical, historical, cultural, and strategic aspects of God's restoration and redemption plan for the world in Jesus Christ. *(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)*
- 417 Teaching the Bible (3).**
This course equips students in the basic skills needed to teach the Bible. The course is designed to help students recognize and develop their own gifts and skills for greater effectiveness in imparting Biblical truth to others.
- 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

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.

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, 279)

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 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: 20 hours to include BIO 105-106; 107-108; and any three upper-level courses in biology.

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, 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 without having first successfully passed BIO 105, 106, 107, and 108 with a C- or higher. Nursing majors cannot enroll without first having successfully passed BIO-105/107 with a grade of 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*)
- 279, 280 Microbiology and Lab (3+1).**
An introductory study of microorganisms: morphology, cytology, physiology, immunology, and control; emphasis on the prokaryotes. (Lecture 3, Lab 3) (*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).

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) (*Spring, odd 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*)

340, 341 Vertebrate Embryology (3+1).

This course deals with the development of the human, from conception through birth. This includes fertilization, cleavage, blastocyst formation, gastrulation, embryogenesis, and organogenesis. Emphasis will be on the structural changes which occur during these stages. (*Fall, even 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). Recommended CHE-111-112, 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). 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)*
- 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)*
- 411-413 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).

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 Emeritus Penn

Professor Jinkiri

Associate Professor Duett

Assistant Professor Hays

Associate Professor James

Assistant Professor Lin

Assistant Professor Nabors

Assistant Professor Redfern

Assistant Professor Roark

Assistant Professor Tabor

Assistant Professor Woods

Instructor Shi

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.

Entrepreneurship Minor: A minor in entrepreneurship requires 18 hours to include BUS 210, 320, 327, 363, 427, 450.

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.

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).

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.
- 427 New Venture Creation (3).** Prereq: BUS 210, BUS 320 and BUS-327
A Capstone course for the Entrepreneurship minor. This course focuses on the formation and development of a new business venture. Market analysis, product/service design, marketing plan development, entrepreneurial financing models and biblical stewardship principles will be emphasized. NOTE: Students must have a viable business concept approved by the course instructor before the class begins.
- 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 Practicum" 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)

To complete a minor in Child Advocacy the student must complete 18 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

Associate Professor Magers

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 215-217, 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 215-217 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*)

131,133 Chemistry for Health Sciences and Lab (3+1).

A one semester survey of chemistry with selected topics in physics that is designed for students with minimal backgrounds in math and science but who need a solid foundation in chemistry and physics for nursing or other health related sciences. These students do not typically take other chemistry courses beyond this course. Topics covered include those from general, organic, and biochemistry. All concepts are discussed in the context of applications relevant to nursing and allied health related fields. (Lecture & Lab 4)

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, bimolecular 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, 330, 340, 350, 370, 405, 418, 440, and 450.

Sports Communication Emphasis

Core Courses: COM 201, 210, 250, 300, 309, 310, 320, 340, 370, 440, 450 and SMA 206, 270, 302, and 435.

Marketing Emphasis

Core Courses: COM 201, 250, 300, 309, 310, 330, 340, 370, 405, 440, 450, BUS 307, 320, and 407. COM 210 or 320.

Digital Media Option requires an additional 27 hours of coursework.

Core Courses: COM 201, 210, 250, 300, 309, 310, 320, 330, 340, 350, 370, 405, 418, 440, 450, 490, FLM 105, 210, 215, GDS 110, 112, 240, 320, and BUS 320.

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.
- 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)*
- 330 Media Relations (3).**
Relationships with the media are crucial for organizational success, especially in a world in which digital communications have enabled direct and instant feedback on major issues. This course will apply a Christian worldview to the practice of media relations and address practical situations likely to be encountered in the course of public relations work. Topics will include development of messaging strategies, building and maintaining relationships with members of the media, planning and execution of media events, and understanding the media-public relations relationship.
- 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).*
- 360 Integrated Marketing Communications (3).**
This course will help students understand key concepts and methods in marketing communications in both traditional and digital media, and how communications strategies are used for many different types or organizations. Topics include advertising, direct marketing, social media, branding, promotion and public relations, and how these are concurrently used toward a total communication effort. *(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)*
- 380 Church Media History (3).** Students will be introduced to basic skills, equipment and software needed to implement media strategies within a church, to help the church maximize use of technology in support of the church's ministry. Topics will include videography, social media, lighting and sound, presentation software and team management. Students will gain practical experience in a church media program.

- 390 Sports Communication (3).**
Designed for students who will work in public relations and/or spokesperson roles in sports-related organizations, with emphasis on Christian perspectives in the field. Topics will include media relations, understanding of sports media, social media in sports, and building relationships between sports organizations and the media which cover them.
- 405 Preparing for the Certificate in Principles of Public Relations**
This course will prepare students to take the Certificate in Principles of Public Relations. The Certificate in Principles of Public Relations provides a national benchmark designation in public relations for entry-level professionals and serves as a differentiator for new public relations professionals entering the work force. Successful completion of the examination will demonstrate a significant degree of knowledge of public relations principles and ethics.
- 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*)
- 490 Digital Portfolio & Resume Development (3).**
Students will create and design a professional resume along with a diverse portfolio showcasing their best work for the pursuit of future employment. Successful interviewing and portfolio presentation skills will be assessed, discussed, and honed. Portfolio reviews will be conducted by professionals in the industry.

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, MAT 207, MAT 208, MAT 303, MAT 311 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, and MAT 207, MAT 208, MAT 303, MAT 311 and either MAT 200 or MAT 305.

Data Science Minor for Computer Science Majors (offered by the MAT Department)

The student pursuing the B.S. in Computer Science with a Data Science Minor will need to fulfill the computer science requirements for a degree plus a declared minor in Data Science for Computer Science Majors with the specific requirements listed above (MAT 207, 208, 209, 305, Elective) that total to 15 hours.

The requirements for a B.S. in Computer Information Systems are: 32 hours of Computer Information Systems **or** Computer Science Courses including: CIS111, CSC 112, 121, 122, 211, 212, 221, 222, 311, 312, 321, 322, 411, 421, 441, and 442 and 3 hours of Mathematics including: MAT 200

Minor Course Requirements:

20 hours of Computer Information Systems or Computer Science courses

CIS

111 Introduction to Information Systems (3).

Introduction to Information Systems is based on the fundamental premise that the major role of information technology (IT) is to support organizational personnel, regardless of their functional area or level in the organization. The aim is to teach Computer Information Systems (CIS) majors how to use IT to help ensure the success of their organization. The focus is not merely learning the concepts of IT, but rather on applying those concepts to facilitate organizational processes. Topics include: hardware, software, networks, transaction processing systems, management information systems, decision support systems, group support systems, and enterprise resource planning systems.

211 Information Systems Project Management (3).

The objective of this course is to develop the students' understanding of the issues involved in managing Information Systems projects. The course will impart practical knowledge of the skills and techniques used to manage information systems projects.

212 Information Systems Project Management Lab (1).

This lab experience reinforces the theory and practice of Project Management taught in the lecture. It will involve extended group work, field trips, and other hands-on experiences involving Project Management.

311 Business Analysis for Software Developers (3).

Business Analysis for Software Developers will focus on the art of eliciting requirements from users and subject matter experts. The Business Analyst will develop clear and unambiguous requirements to support the development model proposed by the team. Requirements will serve as input for the development lifecycle for methodologies such as Kanban, Agile, or Waterfall. The students will be asked to develop projects based on techniques identified in the textbook for the class.

312 Business Analysis for Software Developers Lab (1).

341 Storytelling with Data (3).

This course will discuss how to go beyond conventional tools to reach the root of your data, and how to use your data to create an engaging, informative, compelling story. Specifically, students learn how to understand the importance of context and audience. Determine the appropriate type of graph for your situation. Recognize and eliminate the clutter clouding your information. Direct your audience's attention to the most important parts of

your data. Think like a designer and utilize concepts of design in data visualization. Leverage the power of storytelling to help your message resonate with your audience.

CSC

- 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), 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)*
- 231 Data Structures and Algorithms (3).**
Study of fundamental algorithms, data structures, and under what conditions they should be used in real-world applications. Special attention given to the choice of algorithm and data structures when optimizing problem solutions. A key component of this course is run-time analysis, which provides a quick and simple method for determining the scalability and effectiveness of an algorithm.
- 232 Data Structures and Algorithms Lab (1).**
Application of data structures and fundamental algorithms to real-world problem scenarios. Testing the run-time performance using real data sets and visualizing the scalability characteristics of these algorithms and data structures.
- 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) 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 (Recommended).
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 (Recommended). 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)*
- 431 Independent Studies in Computer Science (1–3).** Prerequisites: Junior standing or instructor consent.
- 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)*

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

Assistant Professor Guinn

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 (60 hours):

- CWR 132 and 133
- CWR 199 (4 semesters)
- CWR 211
- CWR 324 or 325
- CWR 304A, 304B, 305, 306, 307, 482, FLM 310 or THE 210 (12 hours)
- CWR 480
- CWR 481
- CWR 495
- ENG 302
- ENG Electives (9 hours of 300- or 400-level literature courses)
- PHI 275
- Applied Electives (6 hours from any of the following departments: Arts Administration, Business Administration

Communications, Education, Graphic Design, or Film.

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 relevant courses such as BIB 210, BIB 360, BIB 408, BIB 411, BIB 445, BUS 336, BUS 373, BUS 420, IST 202, IST 300, IST-302, IST-303, IST 305, IST 403, 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 (24 hours):

- CWR 199 (4 semesters)
- CWR 211
- CWR 304A, CWR 304B, 305, 306, 307, 482, or THE 210 (9 hours)
- CWR 480
- CWR 481
- CWR 495
- 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, FLM 310, and THE 210.

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, FLM 310, and THE 210
- 3 hours from ENG 302 or PHI 275
- 3 hours from applied electives in Arts Administration, Business Administration, Communications, Education, Graphic Design, or Film.

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 (3).

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. Course requirements also include staff support for *The Brouge*, Belhaven's journal of literature and art. Limited to 20 students. *(Fall only)*

133 Procedures in Publishing (3).

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. Course requirements also include staff support for *The Brouge*, Belhaven's journal of literature and art. 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)*

304A Advanced Poetry Writing I (3).

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)*

304B Advanced Poetry Writing II (3). Coreq: CWR 304A.

Designed for students interested in continued study of advanced poetry writing techniques. Students will write 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 chapbook-length portfolio of poems. Workshop format. Co-enrolled with CWR 304A. Limited to 15 students. *(Spring only)*

305 Advanced Short Fiction Writing (3).

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).

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. *(Fall only)*

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)*

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 or permission of department chair.

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.

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)

Assistant Professor Nabors

The Criminal Justice program exposes students to the fields of business, political science, psychology, sociology, and social work to ensure that they are prepared for all facets of criminal justice. Majors in criminal justice gain a better understanding of the many factors that have an impact on both the causes and consequences of crime. Students are exposed to faculty who

have extensive backgrounds in law enforcement, legal affairs, and homeland security. The Criminal Justice degree will be taught from a Christian worldview.

Criminal Justice Major: 54 hours to include 18 hours of Criminal Justice (CJU320, 360, 380, 407, 412, 419); 9 hours of Business (BUS304, 326, 418); 6 hours of Psychology (PSY203, 352); 6 hours of Political Science (PSC102, 306); 6 hours of Sociology (SOC101, 201); and 9 hours of Social Work (SWK200, 250, 300).

Criminal Justice Major with Homeland Security Concentration: 63 hours – 45 hours in the Criminal Justice core and 18 hours in Homeland Security. The Criminal Justice core consists of 18 hours of Criminal Justice (CJU320, 360, 380, 407, 412, 419); 9 hours of Business (BUS304, 326, 418); 6 hours of Psychology (PSY203, 352); 6 hours of Political Science (PSC102, 306); and 6 hours of Sociology (SOC101, 201). The Homeland Security concentration consists of 18 hours of Homeland Security (HLS200, 300, 310, 400, 410, 420).

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)

Professor Bower, Chair

Professor Tucker Wagnon

Associate Professor Morton

Associate Professor E. Rockwell

Assistant Professor Watts

Senior Instructor Wesner

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 Master of Fine Arts in Dance, Bachelor of Arts in Dance, a Bachelor of Fine Arts in Dance, and a minor in dance. These

tracks enable students the opportunity to gain in-depth knowledge and practice in the field of dance within a Christ-centered environment. Students receive a broad liberal arts dance education to prepare for careers in dance performance, dance education, dance ministry, dance production, choreography, and other related fields. 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 22 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)

*Two technique/studio courses from different genres are recommended each semester (ballet, modern, and/or jazz technique).

*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 148 Performance Practicum (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 29 credits to include:

Required Dance Studies: 17 credits

DAN 147 Orientation to Dance (1)

DAN 185 Principles of Dance Health (3)

DAN 188 Rhythmic Theory for Dancers (1)

DAN 360 Dance History I (3)

DAN 401 Dance Kinesiology (3)

DAN 411 Careers in Dance (2)

Choose two: DAN 375 Dance Pedagogy (2), DAN 475 Teaching Methods Ballet (2) or DAN 476 Teaching Methods Modern (2)

Dance Studies Electives: 12 credits required; choose from the following courses:

DAN 300 Production I (2)

DAN 301 Production II (2)

DAN 361 Dance History II (3)

DAN 370 Elements of Composition (2)

DAN 375 Dance Pedagogy (2)

DAN 460 Dance and Technology (2)

DAN 470 Choreography (2)

DAN 471 Choreography for the Camera (2)

DAN 475 Teaching Methods Ballet (2)

DAN 476 Teaching Methods Modern (2)

DAN 400 Senior Project: Fall semester (2) + Spring Semester (2)

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

Dance Technical Studies: Minimum 34 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 required for each semester for credit, audit or through Dance Technique Practicum. Students must study two genres of dance per semester (ballet, modern, and/or jazz).

*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 148 Performance Practicum (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 28 credits

DAN 147 Orientation to Dance (1)
 DAN 185 Principles of Dance Health (3)
 DAN 188 Rhythmic Theory for Dancers (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 (students must complete 2 consecutive semesters of DAN 400; 4 credits)
 DAN 401 Dance Kinesiology (3)
 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 148 or 149 Performance Practicum (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.

Minor in Dance Accompaniment

15 hours to include: I. Eight hours of Dance/Music Study core (DAN 450, 390 and DAN 120, 360 or 361). II. Two hours in Beginning Ballet Technique, Beginning Modern Technique, or Improvisation. III. Five hours from Music Theory and Practice Electives (DAN 188, MUS 116, 121, 122, 231, 322, 231, Composition, Accompanying, Composer's Forum, or Select Private Lessons).

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 148 Performance Practicum
 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 148 Performance Practicum

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)*

100 Dance Technique Practicum (0).

Students must meet attendance requirements for a specified dance technique course throughout the semester. Students receive an S/U on their transcript for each semester of participation. This course requires approval by the Chair of Dance and may be repeated.

105 Dance Department Seminar (0).

A gathering of all dance majors and minors at Belhaven University. Students are required to attend Dance Department Seminar weekly on Fridays from 2:30-3:30pm. Students receive an S/U on their transcript for each semester of participation. Students may be exempted from attending the course due to other obligations only with the approval of the Dance Department Chair. Students must enroll in DAN-105 for each semester in which they are declared dance majors or minors. Please see the Dance Department Handbook for information about the attendance policy.

- 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.
- J11-J14 Jazz Technique I (1/2-1/2).**
Beginning/Intermediate Jazz technique.
- 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 to 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)*
- 148-149 Performance Practicum (1).**
This course involves weekly rehearsals and culminating performance(s) of a dance work with attention given to technical precision, artistry, and choreographic intention. This course may be repeated for credit.
- 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)*
- MT1-MT2 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)*
- PD1-PD2 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)*
- MV1-MV2 Men's Variations I (1).** Prereq: DAN 153 or DAN B31-B34, and Instructor's Approval.
Variations from extant classical and neoclassical repertoire. *(Spring only)*
- WV1-WV2 Women's Variations (1).** Prereq: DAN P21-4 or DAN B31-B34, and Instructor's Approval.
Variations from extant classical and neoclassical repertoire. *(Spring only)*
- PT1-PT2 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 (3).**
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.

- 188 Rhythmic Theory for Dancers (1)**
A basic study of music theory for dance practice and pedagogy.
- 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.
- J21-J24 Jazz Technique II (1/2-1/2).**
Intermediate jazz technique. Continuation of DAN J11-J14. 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)*
- 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)*
- 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 addresses the planning and promotional requisites involved in starting a dance company or producing a professional dance event, as well as management skills involved in being an independent artist. *(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)
- 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 with attention to theme, motif, choreographic devices, and development of ensemble works. 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. (Spring 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. *(Spring 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. Internships are also available with the Director of Dance Production and Director of Dance Costume. 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.
- 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/installation, 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.

MFA Dance (DAN)

Professor Bower, Chair
 Professor Tucker-Wagnon
 Associate Professor E. Rockwell, MFA Program Director
 Associate Professor Morton
 Assistant Professor Watts
 Senior Instructor Wesner
 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. The development, compilation, and application 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, 1 credit hour in performance, and 7-9 credits in Graduate Thesis Project. Additional courses in this area may be selected from the following: DAN 502 Graduate Dance Production, DAN 585 Somatic Practices for Dance I; 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 other courses approved by the MFA Program Director.
- Successful completion of 9 credits of Graduate Choreography before advancing to the thesis project phase.
- 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 560 Dance Technology, 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.

MFA 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 (1-2)**
Advanced study of production elements, including lighting, staging, costume design, etc.
- 511 Seminar (1)**
Introduction to advanced studies in dance.
- 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 Advanced Musical Concepts in Dance (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 (2)**
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.
- 600 Graduate Dance Technique Practicum (0).**
Students must meet attendance requirements for a specified dance technique course throughout the semester. Students receive an S/U on their transcript for each semester of participation. This course requires approval by the Chair of Dance and may be repeated.
- 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. Prerequisite: DAN 560 or Instructor Approval.
- 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.)
- B51-B59 Graduate Ballet I (1-2)**
Intermediate ballet technique for graduate study. May be repeated for additional credit. Placement class required.
- B61-B69 Graduate Ballet II (1-2)**
Intermediate ballet technique for graduate study. May be repeated for additional credit. Placement class required.
- B71-B79 Graduate Ballet Technique III (1-2)**
Advanced ballet technique for graduate study. May be repeated for additional credit. Placement class required.

B81-B89 Graduate Ballet Technique IV (1-2)

Advanced ballet technique for graduate study. May be repeated for additional credit. Placement class required.

M51-M59 Graduate Modern Technique I (1-2)

Intermediate modern technique for graduate study. May be repeated for additional credit. Placement class required.

M61-M69 Graduate Modern Technique II (1-2)

Intermediate modern technique for graduate study. May be repeated for additional credit. Placement class required.

M71-M79 Graduate Modern Technique III (1-2)

Advanced modern technique for graduate study. May be repeated for additional credit. Placement class required.

M81-M89 Graduate Modern Technique IV (1-2)

Advanced modern technique for graduate study. May be repeated for additional credit. Placement class required.

Digital Media (DMA)

Assistant Professor Moak, Chair

The Digital Media program is a rigorous, hands-on experience wherein students learn to tell stories through the various mediums of digital media. Digital Media is a fast-growing field, and is expected to continue to grow during the next decade. Digital Media professionals work in advertising/public relations agencies, e-commerce businesses, and multimedia design firms, among others, to shape the way the modern world works, learns, communicates, and plays. Majors learn to apply critical thinking skills to practical work. Typically, Digital Media careers require skills in oral and written communication; understanding of the interdisciplinary nature of digital media; ability to understand audiences; creative talent; ability to work in teams; and time management skills. Students majoring in Digital Media will meet professionals in the classroom, as well as the workplace.

The Digital Media major is an interdisciplinary program requiring 45 semester hours. Students will graduate with an understanding of foundational media competencies, the ability to use media to articulate a point or demonstrate a concept, and a personal vision for the creation of original multimedia content.

Basic Track

Core Courses: COM 210, COM 250, COM 309, COM 370, COM 440, COM 450, COM 490, FLM 105, FLM 210, FLM 215, GDS 110, GDS 112, GDS 240, GDS 320, and BUS 320. The basic track also requires fourteen general electives. Electives include: BUS 327, COM 310, COM 340, CSC 111, CSC 112, CSC 121, CSC 122, CSC 404, FLM 110, FLM 205, FLM 310, GDS 400, GDS 488, MUS 021, MUS 231, MUS 380, MUS 381, MUS 384, and MUS 392.

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.

Economics (ECO)

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 PROVIDER (EDU)

Professor David B. Hand, Ed.D. - Dean of the School of Education

Associate Professor Tammie S. Brown, Ed.D. - Chair of Undergraduate Teacher Preparation Program

Associate Professor Bettye Quinn, Hon D. Edu - Elementary Teacher Educator Preparation Program

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

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 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 directed observation, practicum, and internships in elementary schools.

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.

Program Alignment to State, and National Professional Standards

The Belhaven University School of Education Teacher Preparation Program for the Elementary Teacher Education Bachelor of Science (B.S.) core curriculum has been designed and developed to incorporate and align with the following state and national professional standards to inform and prepare our teacher candidates:

- *Council for the Accreditation of Educator Preparation: K-6 Elementary Teacher Preparation Standards (CAEP)*
- *Interstate Teacher Assessment and Support Consortium: Model Core Teaching Standards (InTASC)*
- *The Mississippi College and Career Readiness Standards (CCRS)*
- *Mississippi State Teacher Intern Assessment Instrument (TIAI).*
- *International Literacy Association Standards for Reading Professionals (ILA)*

The Educator Preparation Provider (EPP) has incorporated the state and national standards into its *Quality Assurance Assessment System*. These standards are the foundation for the EPPs assessments and are incorporated into all key assessments and program courses.

The School of Education program completers will be professional, highly qualified teacher educators, prepared with best practices, informed in their content areas with a strong knowledge base, and have wisdom and skills for classroom management/organization, all inculcated with positive dispositional principles and Christian moral/ethical values.

ADMISSIONS TO 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 and licensure tests 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 endorsements. The two endorsements lead to teacher certification endorsements: one required in Reading and the other endorsement to be of the candidate's 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 more information in 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, taking courses in the School of Education, and/or declaring Education as a major DOES NOT automatically admit a student as an *Education Candidate to the Teacher Educator Preparation Program (TEPP)*.

Admission into the *Elementary 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 SAT (1060+) and the PLT. Basic professional courses may be taken prior to being admitted to teacher education. **No courses listed under the Junior Year may be taken until a student has been admitted to the Teacher Educator Preparation Program*.**

*There are three courses that are in exception granted by permission from the Undergraduate Chair and are open to all university students:

- EDU 304
- EDU 307
- REA 311

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:

Tests Required and Passed Prior to Admission to the Teacher Preparation Program (TEPP)

- Praxis Core, ACT (21+) or SAT (1060+)
- Praxis II: Principles of Learning and Teaching (PLT)

Tests Required and Passed once Admitted to TEPP

- Praxis II: Curriculum Instruction and Assessment (CIA)
- Foundation of Reading Test (Elementary Ed Candidates)

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 *Elementary Teacher Educator Preparation Program (TEPP)* – prior to beginning their junior year. If candidates are 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*, 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 Clinical Internships I & II; Teacher Candidates are required to take Clinical Internships in Teaching at Belhaven. All teacher candidates must have at least a C 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. Transfer hours may vary.

1. General Education Core Courses for Teacher Education Hours

English (ENG).....	12 hours
Science (BIO & PHY).....	8 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.....53 hours

2. Two Areas of Endorsement for Licensure

Teacher candidates are required to have their first *Area of Endorsement in Reading* with a minimum of 18 credit hours. The 18 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 Endorsement* in a content area of study with the specified number of hours required by the Mississippi Department of Education. The hours in the second *Area of Endorsement* will give candidates an additional *Endorsement* of their choosing to be added to their Mississippi Teaching Certificate. Core university courses may be counted toward *Areas of Endorsement*.

AREAS FOR ENDORSEMENTS

Degree	First Endorsement	Second Endorsement
Elementary Education K-6	⇒ Reading (K-12)	⇒ Art Education (K-12)
Elementary Education K-6	⇒ Reading (K-12)	⇒ Drama/Performing Arts (K-12)
Elementary Education K-6	⇒ Reading (K-12)	⇒ English (7-12)
Elementary Education K-6	⇒ Reading (K-12)	⇒ General Science (7-8)
Elementary Education K-6	⇒ Reading (K-12)	⇒ Physical Education (K-12)
Elementary Education K-6	⇒ Reading (K-12)	⇒ Music Education Instrumental (K-12)
Elementary Education K-6	⇒ Reading (K-12)	⇒ Music Education Vocal (K-12)
Elementary Education K-6	⇒ Reading (K-12)	⇒ Social Studies (7-12)

3. Pre-Admissions Courses to Teacher Educator Preparation Program (TEPP) Hours

EDU 200: Intro to Education.....	3 hours
EDU 202: Education Seminar (Enrolled in every semester - S/U).....	0 hours
EDU 221: Child Development.....	3 hours
EDU 301: Educational Psychology.....	3 hours
EDU 309: Effective Classroom Management & Learning.....	3 hours
EDU 335: Creative Arts in Education.....	3 hours
EDU 342: Exceptional Learner.....	3 hours

Total..... 18 hours

4. Courses Only for Candidates Admitted to Teacher Educator Preparation Program (TEPP) Hours

*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, P.E. & Hlth for Children (<i>Counts in core science requirement</i>)..	3 hours
EDU 308: Mathematics for Children	3 hours
EDU 331: Planning, Assessment, and Data Analysis.....	3 hours
EDU 400: Clinical Practice I: Internship Methods.....	6 hours
EDU 401: Clinical Practice II: Internship Student Teaching	10 hours

Total.....49 hours

* Course can be taken only by special permission prior to admission to TEPP.

5. Second Area of Endorsement Hours

Two to Six additional courses may need to be added to include the candidate's choice for a Second Licensure Endorsement 9 or more hours

Totals

General Education Courses.....	53 hours
Elementary ED – Hours in Major.....	67 hours

Degree Total (hours vary depending on hours needed for Licensure Endorsements) 126-138 hours

*Transfer Students should refer to degree requirements and receive individual advisement from the School of Education.

SECONDARY EDUCATION TEACHER CERTIFICATION OPTION

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 4-6th 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 *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 will have the understanding that they are required to take and pass the Mississippi State mandated **PRAXIS CORE or the ACT(21+) and PRAXIS II (content area) Teacher Exams prior to being allowed to take the Dual Enrollment courses**. **NOTE:** In Mississippi, ACT score of 21 or better may be used in lieu of PRAXIS CORE.
- By state mandate, candidates wanting to teach in 4th-6th grades will also have to take and pass the **Foundations of Reading Test** with a score of 229 or higher prior to taking the two Alternate Route courses.
- 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*.
- 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, 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 Teacher Education

Students seeking a Bachelor of Arts in Music Education leading to teacher 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)

UNDERGRADUATE SCHOOL OF EDUCATION COURSE DESCRIPTIONS

**Indicates courses requiring clinical field placement hours to be completed on location in area schools.*

*** Indicates courses non-majors may take*

**** Indicates courses non-majors may take with special permission from the Chair of Undergraduate Education*

EDUCATION (EDU)

- 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. *(Fall only)*
- 202** **Education Seminar (0)**
A required seminar session that meets once each semester and is required for all undergraduate 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)*
- 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 standard grammar, speech, listening, and written communications, and on the integration and application of each into other 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 Physical Education & Health 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 (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, Assessment, and Data Analysis (3).** Prereq: Admission to the Teacher Educator Preparation Program
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 with an exploration of the skills, principles, methods, and materials necessary to successfully integrate the arts (music, visual arts, movement, and drama) into all aspects of instruction. Performing arts majors may also take the course. *(Fall 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)*
- 400 * Clinical Practice I: Internship/Methods (6)** Prereq: 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; 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)* *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: 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 Internship Clinical Practice II. Coreq: 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 Internship Clinical Practice II. 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: 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
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

Coreq: EDU 400

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)*

English (ENG)

Professor Hubele, Chair

Professor Parrott

Associate Professor Foncree

Associate Professor Ford

Specialty Instructor McCarver

Instructor Shaw

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.

(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, with emphasis on research writing and skills. 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 21st Century (3).** Prereq: ENG 225. Using seminal texts from the mid-18th 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)*
- 415 Shakespeare (3).** Prereq: ENG 101 and 102 or ENG 121.
Study of the major plays. *(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)

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)

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 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 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 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 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 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 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 8th grade, using reading in context to build passive and active vocabulary. Students enrolled in this course must also attend the ESL lab a minimum of one hour per week (per course).

093 Low Intermediate Listening/Note-taking (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 incrementally longer and longer listening situations through activities including dictation, note-taking practice, and games. Students 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 enrolled in this course must also attend the ESL lab a minimum one hour per week (per course).

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 8th 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 one hour per week (per course).

130 Intermediate Listening/Note-taking (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 incrementally longer and longer listening situations through activities including dictation, note-taking practice, and games. Students enrolled in this course must also attend the ESL lab a minimum of one hour per week (per course).

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 enrolled in this course must also attend the ESL lab a minimum of one hour per week (per course).

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 enrolled in this course must also attend the ESL lab a minimum of one hour per week (per course).

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.

Film Production Major: 36 hours of Film Production courses to include FLM-310.

Film Production Minor: 19 hours to include FLM-105, FLM-205, FLM-210, FLM-215, FLM-305, FLM-310, and one hour of Film lab.

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*)
- 310 Writing for Film and Television (3 credits)**
This is an intermediate level course where students develop their skills in film and television writing. Topics include: development, dialogue, scenes, sequences, and dramatic structure. Short-films, features, and episodic writing will be covered. (*FLM 110 OR THE 210*)
- 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*)

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*)

Graphic Design (GDS)

Assistant Professor Tyson, co-Chair
Assistant Professor Rowan

The Art and Design Department at Belhaven University seeks to foster a creative community of makers that is holistic and multidisciplinary to meet the realities of the connected economy. A creative community is one that nurtures productivity and scholarly research among all its participants. It is engaged in learning that is self-directed and hands-on guided by faculty that provide skill-training and thoughtful critique. We believe that artists and designers are crucial in shaping the culture through the application of knowledge, leadership, creative thought, innovation, and a Biblical Worldview.

It is our goal to help students develop the creative vision, aesthetic insight, technical skill, intellectual rigor, spiritual discernment, and work ethic necessary for the practice of visual creation from a Christian worldview. In short, the department is determined to establish students as emerging peers. The department also seeks to provide the campus and local community with opportunities to encounter and engage with works of visual art and graphic design and their creators. Art and Design majors gain professional experience through participation in public exhibitions, including the senior show, as well as opportunities for internships.

The Art and Design Department offers a Bachelor of Arts, a Bachelor of Fine Arts, and a minor in both Graphic Design and Visual Art. Art and Design majors (freshman and transfer) enter as BA candidates and are admitted to BFA standing upon successful completion of foundation courses with the permission of the faculty.

Bachelor of Arts in Graphic Design (BA): 51 hours to include:

18 hours of foundation courses (ART 120-121, 125, 128, and 130-131)
 6 hours of art/design history (6 hours from ART 360, 361, 365, 460, or 461)
 24 hours of graphic design to include GDS 110, 112, 114, 210, 211, 300, 320, and 440.
 3 hours from either GDS 400 or 488.

Bachelor of Fine Arts in Graphic Design (BFA): 78 hours to include:

18 hours of foundation courses (ART 120-121, 125, 128, and 130-131)
 12 hours of art/design history and theory (GDS 300, ART 461, PHI 275, and 3 hours from ART 360, 361, 365, or 460)
 15 hours of ART studio courses (200-level or above) to include ART 240 and 241
 3 hours of BUS 327
 30 hours of graphic design to include GDS 110, 112, 114, 210, 211, 310, 320, 412, and 440

Minor in Graphic Design: 24 hours to include ART120 and 130 and GDS 110, 112, 114, 210, 211, and 320

Honors Program: The art and design department offers the opportunity to enroll in courses for Honors credit, by request and subject to faculty approval. For honors program policies, see “Honors Program” found in the “Administration of the Curriculum” section of the catalogue.

Bachelor of Arts in Tradigital Studies (BA): 54 hours to include: 24 hours of foundation courses (ART 120-121, 125, 128, 130, 131, 250, and 280) 3 hours of art history (World Art 360) 27 hours of graphic design to include (GDS 110, 112, 114, 210, 240, 300, 320,440, and 488)

Honors Program: The graphic design department offers the opportunity to enroll in courses for Honors credit, by request and subject to faculty approval. For honors program policies, see “Honors Program” found in the “Administration of the Curriculum” section of the catalogue.

Course Descriptions

110 Introduction to Graphic Design (3)

An introduction to graphic design software emphasizing tools, functions, preparation of design for printing, paper, copyright, and basic processes of creative problem solving in design. (Prereq: none)

112 Graphic Design Processes (3)

Explores key concepts of design, image-creation, and layout through an organic approach to the branding process, logo concepts and creation, color theory, typography, and print processes and methods. (Prereq: GDS 110 or instructor permission)

114 Typography (3)

An exploration of typography, its history, and how it is applied in design, layout, and various contemporary formats. (Prereq: GDS 110)

210 Graphic Design Studio I (3)

An application of the communicative process and skill set necessary to express messages through graphic presentation. Corporate identity, marketing, advertising, and self-promotion will be explored through meaningful projects as the designer begins to uncover his/her unique voice in design. (Prereq: GDS 110, GDS 112, GDS 114)

211 Graphic Design Studio II (3)

Building on knowledge and experiences gained in GDS 210, this studio course expands on the lectures, discussions, and projects experienced and executed in GDS 210 as students further develop their unique voice in design. (Prereq: GDS 110, GDS 112, GDS 114, GDS 210)

- 240 Digital Photography I (3).**
Introduction to digital camera use as well as harnessing light, tabletop & product shooting, digital editing, and printing photographs. Emphasizes professional standards, technical proficiency and individual artistic expression. *(TBA)*
- 300 History of Graphic Design (3)**
The history of graphic design explored through social and cultural contexts, iconography and symbols, traditional and non-traditional qualities, and notable movements. *(Spring only)*
- 310 Graphic Design Studio III (3)**
In this final studio exploration, students conceptualize, develop, and apply their experiences in design and design theory through the professional execution of specialized projects and presentations. (Prereq: GDS 110, GDS 112, GDS 114, GDS 210, GDS 211)
- 320 Web Design & Interactive Media (3)**
An introduction to web development and authoring software with an emphasis on learning the tools, functions, and basic processes involved in the creative process. (Prereq: none)
- 400 Concepts & Storyboarding (3)**
Conceptual practices and processes, character creation, and environment exploration. Students will interpret scripts, plan shots, and learn visualization skills. Exploration of visual continuity and composition. (Prereq: none)
- 412 Senior Internship (6)**
Senior graphic design majors intern with professional companies to gain practical career experience in a supervised environment.
- 440 Portfolio & Resume Development (3)**
Graphic design majors create and design a professional resume along with a diverse portfolio showcasing their best work for the pursuit of future employment. Successful interviewing and portfolio presentation skills will be assessed, discussed, and honed. Portfolio reviews will also be conducted by professionals in the industry.
- 488 Introduction to Animation (3)**
This course is designed to introduce students to the basic principles of animation as they explore animation using concept, hand drawn, and digital technical processes. (Prereq: none)
- 490 Directed Study in Print & Digital Media (3)**
Graphic design majors or instructors may propose a topic in the area of print and digital media for further meaningful examination and growth.
- 495 Directed Study in Web & Interactive Media (3)**
Graphic design majors or instructors may propose a topic in the area of web and interactive media for further meaningful examination and growth.

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.

The minor in **Health Administration** requires 15 hours to include: BHA 315, 326, 401, 402, and 411.

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.

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.

130 Basketball-varsity (1). Nonacademic

131 Baseball-varsity (1). Nonacademic

132 Soccer-varsity (1). Nonacademic

133 Tennis-varsity (1). Nonacademic

134 Cross-country-varsity (1). Nonacademic

135 Golf-varsity (1). Nonacademic

136 Softball-varsity (1). Nonacademic

- 137 **Volleyball-varsity (1)**. Nonacademic
 138 **Cheerleading-varsity (1)**. Nonacademic
 139 **Football-varsity (1)**. Nonacademic
 140 **Track & Field-varsity (1)**. Nonacademic

History (HIS)

Associate Professor Parry, Chair
 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: 45 credit hours to include: HIS 101, 225, 226, 205, (or HIS107, 108, 205) 320, 401, 491, 492; 12 hours from HIS 223, 331, 332, 341, 342, 324); and 15 hours from HIS 275, 276, 277, 278, 207, 336, 247, 248. At least 6 credits must come from HIS 275, 276, 277, and 278. A maximum of six credit hours from PSC 218, 316, 301, 212, IST 202, or IST 300 may be applied to the major in history.

History Minor: 21 hours to include HIS205, 225, 226 (or HIS107, 108, 205); at least six hours from HIS 275, 276, 277, 278; and at least six hours of upper-level courses in the department. A maximum of three hours in political science (212, 218, 301, or 316) may be applied to the minor in history.



101 Introduction to History (1).

Introduction to the discipline of history for majors. HIS 101 includes an exploration of the basic historical methods, philosophy, and techniques needed to succeed in the major. Should be completed first fall semester after declaring major. (*Fall only*)

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 21st 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 18th 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)

Assistant Professor Koefoed, Director of the Honors Program

The Honors Program 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 Program” 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)*

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 45 hours to include: BIB 210, 360, 408 and BIB 350 or 411; IST 202, 300, 301, 303, 305, 306, 402, 403, 444, and 456; PSY 340 or 420; SOC 201 or 220.

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 Mr. Danny Shaw. He will work with the student to identify appropriate courses to finish out the degree program. The student and Mr. Shaw must develop and signed a contract for completion and any deviation would need to be approved by the him.

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 Practicum” 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, 301, 303, 305, 306, 401 or 450, 402, 403, and 444; plus one of the following Political Science courses: PSC 212, 311, 316 or 325.

Global Studies minor:

The Global Studies Minor (GSM) in the International Studies department is a strong complement to most majors as it offers students an interdisciplinary framework to better understand the world we live in and have been called to serve. Through a service-learning experience, it also equips students to work in a cross-cultural environment both locally and globally while respecting and embracing diversity. The GSM requires 15 hours to include: IST 202, 300, 305, 444 and 456, as well as a choice of one of the following: BIB 210, 408, IST 301, 303, 306, or 403.

- 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 (past) 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.
- 301 Language Acquisition Skills (3).**
Introduces field methods for rapid adult language acquisition, such as "total physical response." This is an applied approach to learning a non-Western language.
- 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.
- 305 Current Global Trends (3).**
Focuses on relevant world news and current global trends such as globalization, cultural intelligence (CQ), poverty, social justice, 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 (15).** Prereq: IST 202, 300, 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 Best Semester (CCCU) or other accredited academic institution that is approved by both the department chair and Registrar. The 15 hours of coursework must include language learning in immersed setting. 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-306 and IST-401, IST-450, or IST-456 must be completed prior to taking this course. 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, orality, narrative pedagogy, and cross-cultural leadership. Emphasizes practical strategies to bringing peace, proclaiming the gospel, and addressing the world's physical needs. *(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).** Prereq: IST 444
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, often times in an international setting but may take place within the country locally or another city. *(Summer – online only)*

Leadership & Coaching (LDC)

Assistant Professor Woods

This program will prepare students in the areas of coaching theory, development of a coaching philosophy, understanding the needs of athletes, recruitment, compliance, and program planning. This program will also expose students to comparative, global coaching models and allows for hands on opportunities in the form of two practicums (Site Observations or Coaching Internship). The goal of the program is to prepare students for coaching careers in sport-based youth-development, scholastic, collegiate, or professional coaching environments, while exemplifying the Christian Worldview.

The B.S. degree in **Leadership & Coaching** requires 36 hours to include: BUS-304, 412, LDC 110, 210, 302, 329, 419, SMA 302, 380, 410, 418, and LDC-435 or LDC-450.

The minor in **Leadership & Coaching** requires 18 hours to include: BUS-412, LDC-210, 329, SMA-302, 380 and LDC-435 or LDC-450.

Students in the Leadership & Coaching major or minor have the opportunity to dual-enroll into the Master of Arts in Teaching program. *Pre-requisites for EDU-506 and 501 are a 2.75 GPA, Pass Praxis Core or have ACT of 21+, Pass Praxis II in Context Area, and be in Good Standing as a Senior. Grades in EDU-506 and 501 must be a “C” or better to qualify for licensure.

- 110 Pedagogical Strategies in Coaching (3).**
This course focuses on coaching pedagogies and understanding the various roles of the coach, while introducing students to the field of coaching through instructional practices. Skill acquisition is critical to sport success and coaches must understand the complexities of motor skill development and how athletes learn in varying situational contexts. This course provides a foundation in various pedagogical theories for coaches.
- 210 Principles of Leadership in Sports (3).**
This course teaches concepts, principles, and skills of leadership for managers in the sports industry who must influence others to get things done. Styles of successful sport coaches and managers will be examined and analyzed in the context of their times and settings.
- 302 Foundations of Amateur & Professional Sports (3).**
This course addresses the scope, the history, the empirical foundations, and the philosophical aspects in the development of sport both as a leisure activity and as an industry. Special emphasis is placed on the relationship between the evolution of sport and social institutions (such as education, religion, politics, mass media, etc.).
- 329 Managing Coaches and Teams (3).**
This course will include setting performance goals in coaching, the various roles of the coach, ethical conduct in coaching, coach-athlete compatibility, burnout, personality of the coach and coaching youth sports. Emphasis will be placed on how administrators can best manage coaches for continued athletic program success.
- 419 Sports Coaching Methodology (3).**
This course is designed to provide a conceptual blueprint for teaching sport and examining the fundamentals of sport coaching. The development of a personal coaching philosophy will be derived from a process of consciously assessing critical issues and developing a clear rationale for holding one particular approach as opposed to another.

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: Teacher Assistant (1).

Teaching assistants serve incoming students by working alongside a BU 101 instructor in the classroom. BU 101: Belhaven Basics is a required course for all new freshmen that assists with adjustment and connection to the campus. Teacher Assistants play an important role in creating community and a point of assistance for our new freshmen. This course is designated for students selected to serve as a Teacher Assistant.

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

Part-time Instructor Watkins

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, modern technology use, and hands on projects.

Mathematics faculty advise mathematics majors and pre-engineering students.

The **Bachelor of Science degree in mathematics** requires 41 hours: MAT 185, 207, 208, 209, 210, 303, 304, 311, 315, 410, 491, and 492 plus nine additional hours of MAT at the 300 level or above, and 3 hours of CSC electives.

The **Bachelor of Arts degree in mathematics** requires 41 hours: MAT 185, 207, 208, 209, 210, 303, 311, 315, 329, 372, 491, and 492, 3 hours of additional hours of MAT at 300 level or above, 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.

The Bachelor of Science or Bachelor of Arts in Global Mathematics

In a world becoming increasingly reliant on computing with frequent cross-cultural interactions, it is easy to imagine the good position one could find themselves in having expertise both in mathematical sciences and rich international experiences. Belhaven’s Global Mathematics degree prepares students in pure and applied mathematics while also enriching knowledge of other cultures. Students have the unique opportunity to study mathematics, the universal language, both at Belhaven and afar.

Students may earn either a B.S. or B.A. in Global Mathematics that require the following including an 18 hour minor in Intercultural Studies:

B.S. in Global Mathematics: MAT 185, 207, 208, 209, 210, 303, 304, 311, 315, 329, 410, 491, 492, 6 hours of elective 300+ level, and at least 3 hours of CSC electives. Additionally, IST: 202, 300, 305, 444, 456, 3 hours of IST elective, and BUS 420.

B.A. In Global Mathematics: MAT 185, 207, 208, 209, 210, 303, 311, 315, 329, 372, 491, 492, 3 hours of math electives 300+ level, 6 hours of elective 300+ level in an area outside of mathematics, and at least 3 hours of CSC electives. Additionally, IST: 202, 300, 305, 444, 456, 3 hours of IST elective, and BUS 420.

The **mathematics minor** requires 18 hours. Fifteen hours must be at the level or MAT 207 and higher.

Data Science Minor for Mathematics Majors (offered by the CSC Department)

The student pursuing the B.S. in Mathematics with a Data Science Minor will need to fulfill the mathematics requirement for a degree plus a declared minor in Data Science for Mathematics Majors with the specific requirements listed above (CSC 111/112, 121/122, 211/212, 221/222, 311/312, 441 or 442) that total to 21 hours.

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.

Math Placement Rubric (when no ACT or SAT score is available)

Students using the test-optional option for admissions will be placed according to their highest level mathematics course attempted at the high school level according to the following table.

	A	B	C	D
Calculus	207/101 (option)	207/101 (option)	101	101
Trig/Pre-Cal/Alg 3	101	101	100	100
Algebra 2	101	100	100	100

A student placed into MAT 100 may attempt to test-out to advance to MAT 101 (with 75% score) or MAT 110 (with 60% score). A student placed into MAT 101 may choose to take MAT 110 or attempt to test-out to advance to MAT 102 or MAT 207. Standard AP exam scores will also be accepted.

- 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).** Prereq: (ACT 22; SAT 500, Test-optional placement (see rubric) or 75% score on MAT 100 Test-out Exam)
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 22; SAT 500, Test-optional placement (see rubric) or 60% score on MAT 100 Test-out Exam)
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*)
- 185 Overview of Mathematics (1).**
An introductory course providing a survey of upper level mathematics topics. The course aims to engage students in various mathematical activities and describes, through visualizations and exercises, the courses that a mathematics major will take including Calculus, Statistics, Discrete Mathematics, Linear Algebra, and Differential Equations.
- 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. (ACT 25; SAT 580; Test-optional placement (see rubric) or 75% score on MAT 101 Test-out Exam)
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.
- 372 Methods of Teaching Mathematics (3).**
This course will equip students in understanding Common Core State Standards for Mathematics (CCSSM) as well as NCTM Standards. Pedagogy and methodology will be emphasized with emphasis on manipulative materials and technology for teaching mathematics.
- 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.
- 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)*

- 491 Topics of Mathematical Research I (1).** Prereq: MAT 303, Recommend: MAT 210, 304, 305, 311 or consent of the instructor.
A study of common mathematical research areas including but not limited to algebra, statistics, applied mathematics, data science, graph theory, number theory, and engineering. The senior mathematics major or minor will research a topic of particular interest and present the findings both in a written paper and oral presentations.
- 492 Topics of Mathematical Research II (2).** Prereq: MAT 303, Recommend: MAT 210, 304, 305, 311 or consent of the instructor.
A continuation of study of common mathematical research areas including but not limited to algebra, statistics, applied mathematics, data science, graph theory, number theory, and engineering. The senior mathematics major or minor will research a topic of particular interest and present the findings both in a written paper and oral presentations.
- 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 Sauerwein, Interim Chair
Professor Girtmon
Professor Xie
Specialty Instructor Geihlsler
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, 2, 0, 0, 0) in one music performance study area from within each family of instruments (i.e. 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 [Global Studies Emphasis]

(Audition required for admission.)

49 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, 2, 0, 0, 0) in one music performance study area from within each family of instruments (i.e. 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. Three hours in MUS 375 Ethnomusicology. VI. Fifteen Hours in Outside Fields (IST 202, 300, 305, 444, 456 and BIB 408). VII. Vocalists are required to pass Piano Proficiency Juries (See below). VIII. Complete and pass MUS 495 Senior Comprehensive Exams.

Bachelor of Arts in Music [Worship Leadership Emphasis]

(Audition required for admission.)

58 hours in Music + 8 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, 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; Two hours in Worship Arts Lab; Two hours in Chapel Worship Team. V. Twelve hours of music courses focusing on Worship Leadership (MUS 116, 231-232, 322, 371, 425). VIII. Five additional hours in Outside Fields (GDS110, IDS382). IX. Three hours in Internship (IDS396, Worship Arts). 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 from within each family of instruments (i.e. brass, guitar, harp, keyboard, percussion, strings, voice and woodwinds). 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 MUS EF# Composers Forum. IX. Pass Piano Proficiency Juries (See below). X. Complete and pass MUS 495 Senior Comprehensive Exams.

Bachelor of Music in Performance (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. Ten hours in advanced courses (MUS 337, 335 or 392, 423, 432 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). 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; Eight hours in MUSE9# Chamber Music and/or MUSE2# 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). V. One hour in MUS 385 Recital I. VI. Two hours in MUS 485 Recital II. VII. Eight hours in MUSE4# Orchestra; Eight hours in MUSE9# 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). VI. One hour in MUS 385 Recital I. VII. Two hours in MUS 485 Recital II. VIII. Eight hours in choral ensembles (MUSEC#). 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). 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 MUSE9# Chamber Music; Four hours in MUSE2# Accompanying; Two additional hours in MUSE9# Chamber Music and/or MUSE2# Accompanying. 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 (MUS121-122, 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, 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 E4#, E8#, E0#); Five hours in Jazz Ensemble, Chamber Ensemble and/or Marching Band (MUS E7#, E9#, E0#). IX. Pass Piano and Vocal Proficiency Juries (See below). X. Complete twenty-five hours in Professional Education courses (EDU200, 202, 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 (MUSEC#). X. Pass Piano and Vocal Proficiency Juries (See below). XI. Complete twenty-five hours in Professional Education courses (EDU200, 202, 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.

Minor in Dance Accompaniment (see Dance department)

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 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 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)*

EC1-EC5 Worship Choir (1).

May be repeated each semester for credit. Includes concerts on and off campus. Repertoire includes music from the Renaissance through the 20th century.

EB1-EB5 Belhaven Chorale (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.

E61-E65 Guitar Ensemble (1). Open by audition to students enrolled in guitar lessons. Classical and Jazz Guitar Ensembles are available. May be repeated each semester for credit.**E41-E45 Symphony Orchestra (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.**E01-E05 Marching Band (1)**

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)*

E51-E55 Jazz Ensemble (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.

E81-E85 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)*

E91-E95 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)***E31-E35 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)*
- EF1-EF5 Composers Forum (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*)
- E21-E25 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, Odd 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*)
- 375 Introduction to Ethnomusicology (3).**
An introduction to the study of music in its cultural and social context. It encompasses theoretical and methodical approaches that emphasize cultural, social, material, cognitive, biological, and other dimensions of musical behavior. Included is an introduction to ethnodoxology, with emphasis on applying principles of ethnomusicology to understand more fully how to foster locally created, culturally relevant music-making for Christian worship. No field work is required in this introductory course.

- 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 17th-21st 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)

Professor Rex-Smith, Dean of Nursing

Associate Professor Armstrong, Director of RN to BSN Program

Associate Professor Lee

Associate Professor Turner

Assistant Professor McDyess, Director of Pre-licensure BSN Program

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 traditional 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.

Application for admission to the Nursing Program is a separate process from application to Belhaven University. However, in order to apply for admission to the nursing program, one must also be admitted to Belhaven University. Students must complete the general education and pre-requisite courses prior to applying for admission to nursing program.

Students are selected for admission to the nursing program each Fall semester. Acceptance of admission to Belhaven University does not guarantee admission to the Nursing program.

Admission to the nursing program is a highly competitive process. Only applicants who submit complete applications are considered for acceptance into the program. It is the responsibility of the student to assure that their admissions files are complete. Completed admission packets should be sent to: Office of the Dean of Nursing, Belhaven University, 1500 Peachtree Street, Campus Box 313, Jackson, MS 39202.

An application is considered complete when the student has:

- Applied and been accepted for admission to Belhaven University
- Submitted copies of all transcripts from all colleges or universities attended.
- Progress report of academic standing for any required courses in progress at date of application. The report should include name of course, where enrolled, and expected date of completion.
- Completed all nursing pre-requisite courses with a minimum of "C" or better in each course and a cumulative grade point average of 2.50 on a 4.00 scale;
- Obtained a minimum composite national ACT score of 21;
- Completed admission application to Belhaven University School of Nursing
- Submitted a one-page typed essay by the deadline. The essay is to include a discussion of the applicant's interest in nursing and a personal reflection on how enrollment in a nursing program grounded in Christian principles might facilitate development and practice as a professional nurse.
- Earned a minimum score of 66 on the ATI TEAS (Test of Academic Skills)

Traditional Pre-Licensure BSN 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)

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.

119 Introduction to Engineering (3).

The purpose of this course is to provide students with an introduction to the problem-solving methods that engineers use when applying scientific principles for the creation of realistic solutions to everyday technical problems.

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)

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 COM 250 or BUS 304, and 6 hours of a foreign language or 6 hours from IST-300 and IST-202.

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 19th century. *(Fall, even years)*

316 Contemporary Political Theory (3).
A survey of the major political movements confronting the peoples of the world today. It includes a study of communism, fascism, socialism, capitalism, liberal democracy, political Islam, and other compelling current political ideologies. *(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)*

325 Principles of Just War Theory in History and Practice (3).
This study extends from Biblical discussion and example to Geneva Conventions and current war rhetoric. We examine political writings related to war and revolution, including the Bible, just-war theories of Christian theologians and political thinkers, revolutionary writings of the Reformation period, the Puritan and Glorious Revolutions, and the American Revolution, as well as recent wars. *(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, CAS 302, BIB 210, BIB 360, BIB 408, BIB 411, PSY 342 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: CAS 302 (Global Child Advocacy Studies 3 hrs), PSY 342 (Psychology of the Exceptional Child 3 hrs), BIB 210 (World Religions 3 hrs), BIB 360 (Global Social

Responsibility 3 hrs), Bib 408 (Global Perspectives 3 hrs), BIB 411 (Transcultural Ministry 3 hrs), 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 DAN B01-B04 or M01-M04. 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.

B.S. in Global Psychology Major: For students coming to Belhaven with a desire and goal to use psychology for international service or in a cross-cultural context, we have developed a unique track that emphasizes the role of culture in understanding people and applying psychology's insights in diverse cultural contexts. Students will take 45 hours in psychology to include 203, 303, 305, 312, 331, 341, 420, 460, 15 hours of PSY electives and 1 hour from 470, 471 or 472, as well as 6 hours of foreign language or 6 hours from, IST 300, CAS 302, BIB 210, BIB 360, BIB 408, BIB 411, PSY 342 and SOC 220. Psychology students will have real-world experience through field observation and practicum, PSY 470, 471, and 472. In addition, students will complete a minor in Intercultural Studies to include 15 hours of IST courses that must include: IST 202, 300, 305, 444 and 456, as well as BIB 408.

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.

271 Positive Psychology: The Science of Happiness & Wellbeing (3).

This course looks at psychological finding from the field of Positive Psychology. A key focus is on research findings on happiness and human flourishing. Topics covered include happiness, effective coping, resilience, post-traumatic growth, mindfulness, meaning and character virtues. Spiritual insights will be integrated into these findings. A special focus will guide students to apply the insights into their personal lives through exercises.

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).** Prereq: PSY 203
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: with intellectual disabilities, physical disabilities, emotional disturbances, visual and hearing impairments, learning disabilities, speech and language impairments, and children on the autism spectrum or who are gifted.
- 346 Creative Arts Therapies and Techniques I (3).** Prereq: PSY 203
An exploration of expression through the mediums of art, writing, movement and music. The course will introduce basic facilitation skills using various creative modalities. *(Fall only)*
- 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).** Prereq: PSY 203 and PSY 346
An exploration of expression through the mediums of art, writing, movement, music, and drama. The course will introduce facilitation skills using various creative modalities. *(Spring only)*

- 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).** Prereq: 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).** Prereq: Faculty invitation only
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).** Prereq: Faculty invitation only
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. *(Spring Odd years)*
- 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. *(Spring Even years)*
- 460 Psychology and Christianity (3).** Prereq: 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)

Assistant Professor Cruz

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. ***This program is accredited by the Council on Social Work Education (CSWE).***

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 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)** Prereq or Coreq for Social Work majors only: 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).** Prereq: SWK 200
Presents the development of the individual through the life cycle phases, conception to middle childhood, focusing on the biological, cultural, psychological, and social systems as they affect human behavior. Included in the discussion will be the potential impact on one's worldview on human behavior.
- 301 Human Behavior and the Social Environment II (3)** Prereq: SWK 300
Presents the development of the individual through the life cycle phases, adolescence to older adulthood, focusing on the biological, cultural, psychological, and social systems as they affect human behavior. Included in the discussion will be the potential impact on one's worldview on human behavior.
- 350 Social Work Practice I (3)** Prereq or Co-req for Social Work Majors only: SWK 200
Presents methods and techniques of social work practice with an emphasis on work with individuals and families. Topics include ethics of practice, assessment, and intervention methods.
- 351 Social Work Practice II (3)** Prereq: 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)** Prereq for Social Work Majors only: All core Social Work courses completed successfully and PSY 303. Can be completed concurrently with SWK 470-471
Provides basic knowledge about research methods as it applies to social work practice. Students will complete a series of assignments intended to help prepare them to utilize research as professional social workers; apply ethical principles and engage in effective practice evaluation with client systems of all sizes.
- 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 Cruz

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.

Sports Management (SMA)

Assistant Professor Woods

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 206, SMA 302, SMA 310,

SMA 410, SMA 418, SMA 419, SMA 435 or SMA 450

Sports Management Minor:

18 hours to include the following:

SMA 206, SMA 302, SMA 310, SMA 410 or SMA 418, SMA 419, and SMA 435 or

SMA 450

206 Introduction to Sports Management (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)*

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)*

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)*

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 Financial Issues in Sports (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)*

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)*

418 Sports Governance and Ethics (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)*

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*)

435 Site Observations in Sports Management (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*)

450 Internship in Sports Management (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.

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 Rehabilitation and Respiratory Therapy. In addition, students will be well prepared for careers in a wide range of fitness professions including personal training, strength and conditioning, corporate fitness, and fitness administration. 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).

Pre-Professional Allied Health Concentration (24 credits):

CHE 111/113, PHY 241/243, MAT 200 or PSY 303, PSY 203, PSY 240, PSY 241, SOC 101, SOC 201, or SOC 202 (choose 2), BIO 321/322, BIO 324/325, BIO 333/334, BIO 336/337, or BIO 342/343, BIO 379/380, BUS 110, BUS 120, BUS 210, BUS 228, or BUS 327

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*)

Theatre (THE)

Professor Sartwell, Chair
Assistant Professor Yenish

The study of Theatre at Belhaven focuses on artistic excellence grounded in purpose. Through the intersection of ideas and practice, students will develop knowledge and skills that can be used in service to storytelling that matters. 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.

All majors in Theatre, regardless of degree or emphasis, are required to complete the following courses:

THE 120, 140, 141, 151, 205, 211, 305, 473, 474, 475, 499, and 6 hours of Theatre Practicum.

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 42. In addition to the core classes listed above, the course requirements for the Bachelor of Arts in Theatre 6 hours of theatre electives.

Bachelor of Arts in Theatre (Performance Emphasis)

The B.A. in Theatre with an emphasis in Performance is a liberal-arts degree designed for the student who wants to pursue a career in acting, directing, dramaturgy, or teaching. The minimum number of hours in theatre courses required for a B.A. with a Performance emphasis is 48. In addition to the core classes listed above, the course requirements for the Bachelor of Arts in Theatre (Performance) include: THE 250, 251, 397, DAN170 or 215, and 3 hour of theatre electives.

Bachelor of Arts in Theatre (Production Emphasis)

The B.A. in Theatre with an emphasis in Production is a liberal-arts degree designed for the student who wants to pursue a career in design, stage management, production, or teaching. The minimum number of hours in theatre courses required for a B.A. with a Production emphasis is 48. In addition to the core classes listed above, the course requirements for the Bachelor of Arts in Theatre (Production) include: 8-9 hours from THE240, 250, 375, 350, and 405.

Theatre minor (18 hours):

The requirements for a minor in Theatre are: THE 120, THE 140, THE 141, THE 151, 3 hours of Theatre Practicum; and 3 hours from THE211, 473, 474; and 3 hours of theatre electives.

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: THE211, THE472, THE473, THE474, THE475. 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)*

P11-P22 Theatre Practicum (1).

A practicum course requiring participation in the Belhaven University Theatre production season. May be repeated. Theatre majors must take 6 hours of Theatre Practicum.

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)*

205 Introduction to Theatre Design (3).

An introduction to the principles and execution of design for the theatre. *(Spring, odd years)*

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. *(Spring 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. *(Spring 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)*

261 Acting Studio I (2). Petition Required.

Intensive scene study using contemporary scripts. *(On Demand)*

- 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. *(On Demand)*
- 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.
- 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. *(On Demand)*
- 293 Audition Techniques (2).** Prereq: THE 151
Emphasis on development and maintenance of an audition repertoire. Additional focus placed on headshots, resumes *(On Demand)*
- 305 Fundamentals of Stage Management (3).**
Principles for stage management and production management for the theatre. *(Fall only)*
- 310 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. *(Spring, odd years)*
- 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. *(On Demand)*
- 350 Costume Design & Construction (3).**
A study of the costume design process: research, direction, and rendering of ideas. Emphasis on character analysis. This course also offers a basic exposure to costume construction techniques. *(Spring, odd years)*
- 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)*
- 361 Acting Studio II (2).** Prereq: THE 261, THE-151
Intensive scene study using contemporary scripts. *(On Demand)*
- 365 Dialects (2).**
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. *(On Demand)*
- 375 Scenic Design (3).** Prereq: THE 140
Basic principles and techniques of scene design for the stage, with an emphasis on the process a designer uses in the development of their ideas and the tools needed to convey design ideas to others. *(Fall, even 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)*
- 397 Selected Topics in Acting (3).** Prereq: THE 251
This course offers an in depth examination of select acting methodologies and/or styles. May be repeated for credit for different topics. *(Odd years 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. *(Fall, odd years)*
- 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)*
- 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. *(On Demand)*
- 472 Dramaturgy (3).**
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. *(Spring, even years)*
- 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, odd years)*
- 475 Directing I (3).** Prereq: 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)*
- 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)*
- 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. *(On Demand)*
- 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. *(Fall/Spring)*

Worldview Curriculum (WVC)

Professor Ford, Dean of Worldview Studies

302 Christian Interpretation of Life (2).

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 302 (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

- 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.

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.

Readmission

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 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.

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.

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.

A quality point index is calculated at the end of each semester to determine a student's academic standing: warning, probation, suspension or dismissal.

Transfer Credit

Up to six hours of transfer credit can be awarded at the discretion of the department chair.

Graduate School of Business

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

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.
- 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.

Master of Science in Leadership - Admission Requirements

Includes MSL with Ministry Concentration

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.

GRADUATE SCHOOL OF EDUCATION ADMISSION REQUIREMENTS

Degree-Seeking Application Process

Prospective Candidates are encouraged to review the application requirements identified with the individual degree program for which they desire to make application. Application requirements may vary within the School of Education Graduate degree programs due to licensure or non-licensure requirements.

Application for the Master of Arts in Teaching (MAT) – Alternate Route to Licensure

Mississippi Alternate Route to Teacher Certification – (MAT-ALT/CERT)

1. Submit completed application for admission with fee.
2. Applicants must have earned a Bachelor of Science or Bachelor of Arts Degree from a regionally accredited College or University.
3. Applicants must have a cumulative grade point average (GPA) of 3.0 or a 3.0 GPA or higher on the last 60 credits earned toward a bachelor/master degree; have a score on the ACT of 21 or higher; have passing scores on the Praxis Core Test.
4. Applicants must submit qualifying Praxis Core Academic Skills for Educators (CORE) test scores OR qualifying ACT/SAT scores PLUS a qualifying Praxis II score in the candidate's desired teaching area ***prior to admission to the MAT–Alternate Route to Teacher Certification program.***

Test Requirements Prior to Program Admission and Required for Initial Licensure

1. Submit ***Praxis Core Academic Skills for Educators Test (CORE) or ACT or SAT*** scores (passing and cut scores are based on Mississippi State Department of Education's current requirements).
 - Praxis CORE scores: Reading (156), Writing (162), Math (150)
 - ACT scores: Composite score of 21
 - Qualifying SAT scores
2. Submit Praxis II Specialty Area Test score (score in content area must meet Mississippi licensure requirements).
3. Submit transcript showing satisfactory completion of EDU 501 – Measurement and Evaluation Strategies and EDU 506-Classroom Management and Organization

Foundations of Reading Test

- All candidates seeking teaching licensure for Elementary Education grades 4-6 must take and pass the Foundations of Reading Test (minimum passing score = 229) prior to admittance to the MAT program.

Application for the Master of Arts in Teaching (MAT) – Non- Licensure

Applicants are expected to meet the same requirements as those seeking a MAT degree with licensure with the **EXCEPTION of the test scores**. A degree can be earned without meeting the testing requirements. This does **NOT** meet Mississippi Department of Education guidelines for licensure. Candidates can change to the licensure program when test requirements are met. Test requirements include: qualifying Praxis Core Academic Skills for Educators (CORE) test scores OR qualifying ACT/SAT scores PLUS a qualifying Praxis II score in the candidate's desired teaching area **prior to admission** to the MAT–Alternate Route to Teacher Certification program.

Should candidates in the MAT–Non-License program take and pass the required MDE tests for admissions into the MAT–Alternate Route degree program and at the time qualifying tests scores are received by the School of Education candidates may request a degree plan change to the MAT-Alt/Cert degree if they desire to attain a MS Alternate Route Teacher License.

Application for the Master of Education (M.Ed.)

- **Master of Education Curriculum and Instruction (M.Ed./C&I)**
 - **Master of Education Curriculum and Instruction with Area of Emphasis in Education Technology (M.Ed./C&I/Ed. Tech)**
 - **Master of Education Curriculum and Instruction: Support for National Board Certification (M.Ed./C&I/NBCT)**
 - **Master of Education in Reading Literacy (M.Ed./RL)**
 - **Master of Education School Leadership and Supervision (M.Ed./ADM.)**
1. Submit completed application for admission with fee.
 2. Have a **current** 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.
 3. Have a minimum of one (1) full academic year of teaching experience in a public or private school. **NOTE: Master of Education in School Leadership and Supervision candidates are required to provide proof of at least three (3) years of teaching experience prior to admissions to the program, as a requirement of the Mississippi Department of Education. (Form provided with application packet)**
 4. Meet grade point average (GPA) requirements:
 - a) Have a cumulative GPA of 2.75 OR a 2.75 GPA or higher on the last 60 credits earned toward a bachelor degree OR
 - b) Have a minimum cumulative GPA of 3.0 in 6 or more graduate courses previously attended OR documentation of 6 or more graduate credit hours taken in a regionally accepted graduate program. The graduate GPA supersedes the bachelor degree GPA.
 5. **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* (part of the Application Packet) from a supervising administrator of the individual's current school of employment indicating years of experience and potential as a Reading Literacy specialist.
 6. **IN ADDITION: Master of Education in School Leadership Administration (M.Ed./ADM)** applicants:
 - a) Must present **two letters of recommendation** from: 1) your current school administrator and 2) a superintendent, another former school administrator, a supervising teacher, and/or another professional licensed educator.
 - b) Must present a completed and signed copy of the ***Candidate Request Form for Intern Mentoring Supervisor***. (Form provided in Application Packet)
 - c) May be required to provide a letter of explanation/appeal OR attend an interview on location, phone, Skype, FaceTime or Zoom.
 - d) **Must be currently employed at the school building level** due to the requirement to attain internship hours for licensure.
 7. **IN ADDITION: Master of Education with Support for National Board Certification (M.Ed./NBCT)** applicants must:
 - a) Show *proof of filing and making payment* for the National Board application and *must have been determined eligible* to work toward their National Board Certification.
 - b) sign a *Memorandum of Understanding* which states they are fully aware that the degree does not guarantee that the candidate will pass the National Board Exam or be awarded National Board Teacher Certification.

Out of State Candidates

The Belhaven University Graduate School of Education does not guarantee that candidates will be eligible in any state other than Mississippi to qualify for an educator initial certification, certification upgrade, or salary increase. Candidates are responsible for contacting their State Department of Education and/or State Licensure Board to ascertain the requirements for obtaining a license/certification or endorsement in the state of their residence or the state in which they may desire to serve as an educator. Candidates understand that they are responsible to verify whether or not the Belhaven University Educator Preparation Provider degrees in Education will be recognized by states other than Mississippi. Candidates will need to confirm in writing if the Belhaven School of Education degrees will qualify for initial educator licensure/certification or endorsements, certification upgrades, as well as confirm whether or not the degrees will lead to a salary increase in another state outside of Mississippi.

As part of their application, out of state candidates will sign an “Out of State Memorandum of Understanding” indicating that they are aware of the Belhaven University School of Education’s policies governing out of state educator licensure issues.

Time Frame for Earning School of Education Master Degrees

The time a candidate begins the first Graduate course in one of the Master degrees to the time the candidate completes the plan of study and graduates **cannot exceed five (5) years**. This includes the following degrees:
MAT-Alt/Cert, M.Ed. - Curriculum and Instruction - or - Curriculum and Instruction/Education Technology,
M.Ed. - Reading Literacy, or M.Ed./ADM – School Leadership and Supervision.

Application for: Education Specialist - Educational Leadership & Supervision (Ed.S.) Doctor of Education – Educational Leadership (Ed.D.)

NOTE: The Ed.S. & Ed.D. degrees have been developed for the Elementary/Secondary Education Practitioner. They have NOT been designed as an Ed.S. or Ed.D. degree for General Organizational Leadership or Interdisciplinary Leadership. *The Belhaven School of Education Ed.S. and Ed.D. degrees do not apply to those outside the field of Education.*

Applicants applying to the Ed.S./Ed.D. program are to be professional educators working in schools or employed in the field of Education and are able to verify having had three or more years of experience in teaching. Due to the required internship hours for licensure, those seeking Administrator Licensure who are not currently employed at the school level cannot apply to the Educational Leadership program.

Admission Requirements

Because candidates applying to the Ed.S. program may choose to continue and be admitted into the Ed.D. program, the following information and documents will be required for both Ed.S. Licensure and Ed.S. Non-Licensure as well as the Ed.D degree program.

Applicants

1. Must submit a completed Ed.S./Ed.D. Application.
2. Must hold a Master’s Degree in Education or related field, and/or hold a valid Ed.S. degree in the field of Education with a minimum 3.0 GPA and submit:
 - a) Official Bachelor’s Degree Transcript from a regionally accredited college or university
 - b) All Official Graduate-Level Academic Transcripts from regionally accredited colleges and/or universities.
3. Must submit Official GRE or Official Miller Analogies Test scores taken within the past five (5) years.
4. Must submit documentation of a minimum of three (3) years’ experience in a PK-12 education context - required for both the licensure and non-licensure programs. *(Form provided in Application Packet)*
5. Must submit three (3) Professional Letters of Recommendation. *(Forms provided in Application Packet)*
6. Must submit an essay identifying and describing a contemporary educational trend or issue and its associated challenges and impact on the field of education. In a 3-5 page essay, describe why the trend or issue is significant and worthy of research.

Applicants seeking an Ed.S. leading to Administrative Licensure are also to include:

7. A completed and signed copy of the *Candidate Request Form for Intern Mentoring Supervisor*. *(Form provided in Application Packet)*
8. A copy of their current *Teaching License*.

Due to the required internship hours for licensure, those seeking Administrator Licensure who are not currently employed at the school building level cannot apply to the Educational Leadership program.

A personal interview may be requested by the graduate faculty if there are questions regarding a candidate's responses in the application process or questions regarding the applicant's dispositions and/or character as reflected in reference letters or recommendations submitted during the application process. The interview is to allow the graduate faculty to determine if Belhaven's doctoral program is a best fit for the applicant. Interviews could be conducted as a personal on-campus interview, Skype/FaceTime/Zoom, or phone interview.

Ed.S. Applicants

Transfer applicants entering into the Ed.S. program from other regionally accredited graduate education programs may have the opportunity to transfer a maximum of 6 hours of an Ed.S. degree program, provided the courses are equivalent to the Belhaven School of Education program and provided the applicant meets all of the same requirements for regular admission. Only courses with a grade of B or better can be transferred. No pass/fail or satisfactory/unsatisfactory grades will be accepted. Also, any acceptable transfer courses must have been completed within 5 years of the time of the applicant's acceptance into the program.

Ed.D. Applicants with an Ed.S. Degree

An applicant with an earned Ed.S. degree from another accredited institution can have 30 credit hours from that Ed.S. degree applied to the Belhaven Ed.D. degree program, PHASES II- IV. Completed Ed.S. degrees can be accepted upon Committee review.

PLEASE NOTE: Candidates admitted and entering into the Ed.D. program at PHASE II with an Ed.S. degree will be required to take EDU 785 Educational Leadership Comprehensive Paper as part of their PHASE II: Pre-Dissertation Phase.

CONDITIONAL ADMISSION AND CONTINUANCE IN THE ED.D. PROGRAM

Belhaven University Graduate School of Education's grading, GPA, course failure, course retakes, and program continuance policies at the Doctoral level are governed differently from the other degree level programs in the University.

Once a candidate is enrolled in Phase II & Phase III of the Doctor of Education Ed.D. – Educational Leadership degree program the policies regarding retaking courses, letter grades, and the GPA is different than the governing policies at the Bachelor, Master, and Education Specialist degree levels.

All candidates admitted to the Doctoral program beginning at Ed.D. **Phase II: Introduction and Pre-Dissertation** level are admitted to the program with the stipulation:

Conditionally Admitted

Admitted Conditionally

Candidates admitted **Conditionally** will be reviewed by the Graduate Faculty Review Committee at the end of each seven (7) week term during **Phase II: Introduction and Pre-Dissertation Phase** and **Phase III: Research and Methods Phase** of the program to assess and determine the status of candidates for continuance in the program. Grades, GPA, level of academic writing, research skills, and the candidates' dispositions will be the major criteria for the Committee to consider in their review. If a candidate does not meet the criteria for continuance in the Ed.D. program the candidate will be dismissed from the program.

Candidates admitted to the Ed.D. program at Phase II and Phase III are only allowed to have one letter grade of C, regardless of their GPA. Courses at the Phase II and Phase III level cannot be repeated. Once a candidate has received a letter grade of C the Committee will place the candidate on Probation. If the candidate should receive an additional letter grade of C, they will be automatically be dismissed from the program.

A letter grade of a D or an F will be grounds for automatic dismissal from the Doctoral program, regardless of the candidate's GPA. Courses in the Doctoral Ed.D. Phase II: Introduction and Pre-Dissertation Phase and and Phase III: Research and Methods Phase cannot be repeated or taken a second time.

Dissertation Seminar and the Dissertation Writing Block of Credit Hours: EDU 780, EDU 781, EDU 782, EDU 783, and EDU 784

Ed.D. Phase IV: Dissertation Seminar Residency 2 and the Dissertation Writing Block of credit hours receive grades of Satisfactory or Unsatisfactory. The final grade for Phases IV will be the award of the terminal degree, Doctor of Education.

Eligibility and Requirements for Continuance in the Ed.D. Program - PHASES II-IV

A review of a candidate's eligibility to continue and graduate from the Ed.D. program will occur at three (3) different designated transition points during the course of the degree program.

1. **End of PHASE II** – Orientation and Pre-Dissertation Phase – *Gate-Keeping Phase*
 - Grades from EDU courses 700, 701, 702, and 785 must be maintained at grade point average of 3.0 or better, with only one grade of C allowed. *If the grade requirement is not maintained, a candidate will be dismissed from the program.*
 - The Graduate Review Committee will evaluate all Comprehensive Papers at the end of EDU 785 to determine a candidate's potential for successfully completing the Ed.D. degree program. This review will examine progress made in the candidate's academic writing abilities, and response to constructive criticism and critique of their work, as well as a review of the candidate's professional disposition. *This review may result in a recommendation of non-continuance of a candidate in the program.*
2. **End of PHASE III** – *Transition/Research Coursework Phase*
 - GPA of 3.0 or better with no more than one grade of C from Phases II and III combined. *If the GPA requirement is not maintained a candidate will be dismissed from the program.*
3. **End of PHASE IV** – *Dissertation Phase*. **Enrollment must be continual until dissertation is defended.**
 - Successful completion and oral defense of the candidate's dissertation. *Without successful completion and defense of the dissertation, the Doctor of Education Degree will not be awarded.*

IMPORTANT INFORMATION FOR OUT-OF-STATE APPLICANTS M.Ed./ADM LICENSURE and Ed.S./SLS LICENSURE

Applicants are encouraged to confirm state requirements for teacher educator/administrator certification and/or endorsements with the State Department of Education from the state in which they are employed or desire to be employed. Belhaven University does not guarantee that all individual state licensing or certification requirements as defined in this degree program will meet individual State Department of Education requirements for certifications or endorsements within states other than Mississippi.

The Belhaven University Graduate School of Education offers the Master of Education (M.Ed./ADM) and the Education Specialist (Ed.S./SLS) degrees in School Leadership and Supervision leading to **Mississippi** Administrator Licensure. Applicants from out-of-state will be responsible for contacting their State's Department of Education to confirm any additional requirements they will need to meet in order to qualify for an Administrator's license in that state.

As part of the application process, out of state applicants will need to submit documentation from the state in which they will seek administrative licensure indicating the state's requirements for an Administrative Supervisor/Principal license.

Each course in both the M.Ed. and Ed.S. programs has been specifically developed to align and address one or more of the National Policy Board for Educational Administration (NPBEA) – National Educational Leadership Preparation Standards (NELP).

Since the Belhaven University program is directed towards Mississippi licensure requirements, applicants from out-of-state will need to sign the *Agreement of Understanding Form – Out-of-State Applicants* form, indicating that the applicant understands that there may be additional requirements that need to be met in the applicant's state to obtain an Administrator License.

The Ed.S. Degree to an Ed.D.

Applicants accepted into the Ed.S. licensure program who are in good standing, maintain a qualifying status, and desire to extend their academic work by pursuing a Doctor of Education (Ed.D.) degree in Educational Leadership, will have the opportunity to submit an essay of intent.

- Acceptance into the Ed.D. program is based on the optional *submission of a qualifying Ed.D. applicant research-based essay written while enrolled in EDU 778.*
- Ed.S. candidates not desiring to matriculate directly into the Ed.D. program do not need to submit an essay.
- Ed.S. licensure candidates who submit a qualifying research-based essay and receive a grade of B or higher will be admitted directly into the Ed.D. program.

- Ed.S. licensure candidates who receive a grade of C or below on the research-based essay will have their applications reviewed by the Graduate Committee and will be considered for *Conditional Admission*. Candidates who are *conditionally admitted* into the Ed.D. program will be required to take EDU785 to strengthen their research-writing skills.

* Candidates accepted into the Ed.D. program with an earned Ed.S. degree from another institution will be required to take *EDU 785: Leadership Comprehensive Paper* as a “leveling” course. *EDU 785: Leadership Comprehensive Paper* has been designed to serve as a comprehensive assessment of a candidate’s thirty Ed.S. credit hours of professional specialized course work. This comprehensive paper is evaluated by the Graduate Education Committee to determine the candidate’s ability to write analytically, think critically, and demonstrate potential as a reflective academic writer. The comprehensive paper is considered the “*Gate Keeping Phase*” in determining a candidate’s abilities, skill set, and knowledge base or lack thereof, to continue in the program at the dissertation research and writing phase of the Doctorate in Educational Leadership degree.

Time Frame for Earning Advanced Degrees

The time a candidate begins the first Graduate course to the time the candidate completes the plan of study and graduates cannot exceed five (5) years*. This applies to the Ed.S.- Administration*, or Ed.D.- Leadership* degrees.

*Candidates admitted to the Ed.S. program will have up to five (5) years in the plan of study for the Ed.S. degree. If a candidate begins the Ed.S./Ed.D. program at Belhaven starting with PHASE I, all credits applied toward the Ed.D. must have been completed within seven (7) years. If a candidate begins the Ed.D. program at PHASE II due to already holding an Ed.S. degree, the candidate will have five (5) years to complete the Ed.D. degree program.

A candidate 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 candidate suspended for academic reasons may be readmitted only upon the recommendation of the Graduate Teacher Education Council.

Out of State Candidates – Ed.S. and Ed.D.

The Belhaven University Graduate School of Education does not guarantee that Ed.S. and Ed.D. candidates will be eligible in any state other than Mississippi to qualify for an educator initial certification, certification upgrade, or salary increase. Candidates are responsible for contacting their State Department of Education and/or State Licensure Board to ascertain the requirements for obtaining a license/certification or endorsement in the state of their residence or the state in which they may desire to serve as an educator. Candidates understand that they are responsible for verifying whether or not the Belhaven University Educator Preparation Provider Education Specialist (Ed.S.) and/or the Doctorate in Educational Leadership (Ed.D.) will be recognized by states other than Mississippi. Candidates will need to confirm in writing if the Belhaven School of Education degrees will qualify for initial educator licensure/certification or endorsements, certification upgrades, as well as confirm whether or not the degrees will lead to a salary increase in another state outside of Mississippi.

As part of their application, out of state candidates will sign an “Out-of-State Memorandum of Understanding” indicating that they are aware of the Belhaven University School of Education’s policies governing out of state educator licensures issues.

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 PROGRAM)

International applicants from non-English speaking countries must also submit scores on the Test of English as a Foreign Language (TOEFL) of 71 iBT, the International English Language Testing System (IELTS) of 6, or the Canadian Academic English Language Assessment (CAEL) of 70. Scores must be no more than two years old and must be verifiable.

STUDENT FINANCIAL SERVICES REGULATIONS

Student Financial Services

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 may not be able to participate in the plan for future semesters.

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.

Tuition - http://online.belhaven.edu/college_tuition.htm

Tuition for undergraduate programs	\$405 per credit hour
Tuition for graduate programs*	\$575 per credit hour

*discounts available for nursing, education, sports administration, and theological programs

Special Fees (in addition to tuition)

Degree/Certificate Completion fee	\$ 65
Proficiency Exam Fee	\$100
Proficiency Credit Fee	\$100
Program Change Fee	\$200
Return Check Fee	\$ 35
Technology Fee	\$ 75/course
Transcript Fee (per copy, \$10 if faxed)	\$ 12.50

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.

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:

During the first week: 100%

During the second week: 50%

During or after the third: 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

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.

Financial Aid

Financial aid is available for those who qualify. The following procedures must be followed in applying for financial assistance:

- 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.

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.

Class Participation Verification Policy

Prior to release of financial aid funds, the University must verify the student has participated in an academically related activity in each of the classes in which they are enrolled. Federal regulations define academic related activities as physically attending a class with direct interaction between the instructor and students, submitting an academic assignment, taking an

exam, an interactive tutorial, participating in an online discussion about academic matters, etc. If participation cannot be verified, all Title IV funds (Pell Grants, student loans, and other grants or scholarships) cannot be disbursed. If the student receives financial aid and does not continue participating in classes (family emergency, illness, etc.), the student needs to notify their student advisor immediately. If the student fails to participate or the faculty member fails to provide participation information to the Registrar's Office, the Financial Aid office will not disburse financial aid funds until participation is verified. If participation is not verified, Title IV funds will be cancelled and the student will not be eligible to receive funds for that award period.

Verification of Enrollment Status Prior to the Disbursement of Aid

As part of establishing federal student aid eligibility, every institution is required by law to establish average costs associated with attending classes throughout the year, also referred to as the Cost of Attendance (COA). The Cost of Attendance is the maximum amount of financial aid from all resources that a student may receive in an academic year. The COA is not limited to only tuition and books, however. It may include on campus living costs; an average amount for travel to and from class; an average cost for classroom supplies; as well as a few incidentals. Federal law governs which expenses may be considered in the Cost of Attendance as well as how the institution may determine these averages.

Two key factors in determining how the average costs are totaled each year to arrive at a student's annual maximum aid eligibility or Cost of Attendance (COA) are:

1. actual tuition costs and
2. the number of weeks actually enrolled.

Each year, to provide notification of your maximum eligibility from all resources available, it is Belhaven's policy to pre-award every student assuming fulltime enrollment and four months of attendance each semester. However, situations can arise that prevent a student attending the full semester or meeting the fulltime definition. Therefore as a matter of federal aid compliance, Student Financial Aid will be verifying enrollment schedules for all pre-registered students during the first month of each semester; August, January and May. Any schedule not meeting the federal student aid requirements for fulltime will require adjustments to the student's annual cost of attendance.

Student Loan Acceptance

Belhaven University participates in an active confirmation process in regards to all student loans. This means that Belhaven University will NOT accept student loans on the behalf of the student. It is the student's responsibility to review their loan eligibility on BlazeNet and determine the amount of the offered loan to accept or decline.

Students also need to complete a Direct Loan Master Promissory Note (and PLUS loan Master Promissory Note if applicable) along with Direct Loan Entrance Counseling (and PLUS Loan Counseling if applicable) before we can disburse the loan funds.

Student Loan Disbursement

Federal regulations require student loans to be disbursed equally throughout the student's attendance pattern and that disbursements are made each semester. Disbursement dates are determined by the program or semester in which the student is enrolled. Adult and Online Students are assigned a Fall/Spring/Summer attendance pattern. This means the loan is split equally between the three award periods and disbursed accordingly.

Disbursement Dates

Disbursement dates are approximately three weeks after the beginning of each semester to allow time for class participation verification. The student will be notified when student loan money arrives. In accordance with the Family Education Rights and Privacy Act (FERPA), information regarding arrival of federal aid proceeds are not discussed over the phone.

Course Withdrawal

Failure to return on schedule, a second unscheduled interruption, or an absence not reported, may result in financial aid being canceled. This may result in beginning the grace/repayment period of your Federal student loan effective the last date of attendance. In the event a student drops from a course before the course begins with intentions to reenter the next course in sequence, the regular financial aid disbursements will be adjusted accordingly. If a withdrawal occurs after the course begins, the student may find that financial aid will not cover all course work toward the end of his/her program. Each case is individual. Students must be personally responsible for the financial aid ramifications of any withdrawal from 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 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.

Employer Tuition Benefits Programs

Certain employers provide various tuition benefits for their employees and dependents who meet certain criteria. Students wishing to use their employer's education benefits must complete the Certification Request available on BlazeNet each year.

Additionally, a current statement of eligibility from your employer must be submitted each year. Most employer tuition benefit plans that pay based on enrollment certification will be considered for acceptable payment agreements. Most employer benefit plans will require satisfactory completion of courses prior to tuition reimbursement. Reimbursement plans will not be considered as a satisfactory payment arrangement, therefore the student will be responsible for all tuition and fees on the first day of the course.

Veterans' Benefits

Certain armed service veterans and dependents who qualify under federal laws administered by the Veterans Administration are eligible to receive educational benefits. Service members wishing to use their education benefits must complete the Certification Request available on BlazeNet each year. Additionally, a current Certificate of Eligibility must be submitted prior to first semester of attendance. 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 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. Student wishing to use vocational rehab benefits must complete a Certification Request available on BlazeNet each year. 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

The Kilt 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 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.

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) 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.

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.

Student Financial Services

Jackson adult and graduate students should contact the student accounts office in Student Financial Services located on the first floor of Preston Hall.

Chattanooga, Dalton, and Desoto students can contact the Office of Student Financial Services concerning their tuition accounts toll-free at 1-800-960-5940 and ask for Student Financial Services.

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.

ACADEMIC PROGRAMS

REQUIREMENTS FOR DEGREES

The adult studies division of Belhaven University offers courses leading to associates, bachelors, masters, specialist, and doctoral degrees. In addition to earning a prescribed minimum number of semester hours credit and maintaining a C average (2.00 GPA) overall and in the major, 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 <https://blazenet.belhaven.edu> – Student Planning 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.

In order to stay in compliance with Federal regulations, the registrar's office reserves the right to update your record as degree complete when routine analysis of degree requirements verifies your degree is complete regardless of graduation application submission.

Programs

Certificate in Biblical Studies

Associate of Arts

Associate of Arts in Biblical Studies

Associate of Arts in Business

Bachelor of Arts in Applied Psychology

Bachelor of Arts in Applied Psychology – with Criminal Justice Concentration

Bachelor of Arts in Applied Psychology – with Human Services Concentration

Bachelor of Arts in Biblical Studies

Bachelor of Arts in Biblical Studies – with Human Services Concentration

Bachelor of Arts in Interdisciplinary Studies

Bachelor of Arts in Human Services

Bachelor of Arts in Human Services – with a Christian Ministries Concentration

Bachelor of Arts in Human Services – with a Criminal Justice Concentration

Bachelor of Business Administration

Bachelor of Business Administration – with IT Management Concentration

Bachelor of Health Administration

Bachelor of Science in Management

Bachelor of Science in Management – with a Criminal Justice Concentration

Bachelor of Science in Management – with IT Management Concentration

Bachelor of Social Work

Master of Arts in Teaching for Licensure

Master of Arts in Teaching Non-Licensure

Master of Business Administration

Master of Business Administration – with a Finance Concentration

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 Business Administration – with a Project Management Concentration

Master of Business Administration – with a Public Administration Concentration

Master of Education – Curriculum and Instruction

Master of Education – Educational Technology Emphasis

Master of Education – National Board Emphasis

Master of Education – School Leadership & Supervision

Master of Education in Reading Literacy

Master of Fine Arts in Dance

Master of Public Administration

Master of Public Administration – with a Human Resources Concentration

Master of Science in Leadership

Master of Science in Leadership – with a Human Resources Concentration

Master of Science in Leadership – with a Ministry Concentration

Master of Science in Leadership – with a Public Administration Concentration

Education Specialist

Doctor of Education

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 the Registrar page on <https://blazenet.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. Chattanooga, Dalton, and Desoto, 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. For an undergraduate certificate at least 25% of coursework must be taken at Belhaven University.

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. (Graduate programs must have 18 unique hours for each degree. Students who obtain a graduate degree with a concentration cannot return to get the same graduate degree with a different concentration. Students could then enroll in a Masters Certificate.)

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 220 (Exploring Old Testament), BIB 221 (Exploring New Testament), 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, 600, and 700 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
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
Social Work	SWK
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.

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

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.

Academic Standing Status	Quality Point Index Deficiency
Good Standing – Clear	No deficiency (positive Quality Point Index Score)
Good Standing – Notice	(-1) – (-3)
Probation	(-3.01) – (-9)
Suspension	(-9.01) – (-15.00)
Dismissal	(-15.01+)

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

Repeating a course may influence a student's financial aid or sports eligibility.

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.
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. All grades remain on the transcript; however, the highest grade earned in each course 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.

Program Withdrawal

- A student who withdraws from the program is to submit the online withdrawal form located on the registrar page on Blazenet, except in cases of administrative withdrawal due to nonattendance deregistration 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 date of the withdrawal form submission.
- The refund policy is stated in the Online Catalogue under "Student Financial Services Regulations" or in the Student Handbook under "Financial Information."

It is advised that a student withdrawing from the program speak with a Student Financial Services 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. Any course withdrawals processed from a course withdrawal or program withdrawal form submitted after the published "Last day to withdraw" date in the calendar for that term will result in a grade of "F" for the course.
- 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.

Courses less than 5 weeks

Academic Registration / Withdrawal schedule

- Drop period – Day 1 – 3
 - During this time a student may drop a course without a grade
- Withdrawal period – Day 4 – 13
 - During this time a student may withdraw from a course and receive a grade of "W"
- Day 14 – on students are not allowed to withdraw from a course, doing so would result in a grade of "F"

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 248 quality points.

Course Load

In the adult studies program, a normal course load in a term 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 term.

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 <https://blazenet.belhaven.edu>. In the graduate teacher education program, final grade reports are available on <https://blazenet.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

Students can order an official transcript via the National Student Clearinghouse Transcript Ordering Center (<https://tsorder.studentclearinghouse.org/school/select>). The Registrar is not permitted to issue transcripts for a student with an active account hold.

Transcript Fee Schedule (Per Recipient)

Copies 1-2: \$10.00 total

Copies 3 +: \$ 2.00/copy

Processing: \$ 2.50

Electronic PDF: \$ 1.00 (Applies only to transcripts sent electronically to a recipient outside of the NSC Electronic Transcript Exchange network)

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 continue to mark attendance 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.

Concurrent Enrollment – Adult Studies Students

- Must have cumulative Belhaven 2.0 GPA or higher.
- Must apply through their campus Student Services. Requires approval of Student Services.

Changing Locations

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.

- Adult Studies Students (All campuses)
 - Must have cumulative Belhaven 2.0 GPA or higher.
 - Must apply through their campus Student Services. .

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 (calculated on the 100th decimal place and not rounded) on the Belhaven University record and meet the minimum below to be eligible:

cum laude, 3.40 – 3.69; magna cum laude, 3.70 – 3.89; summa cum laude, 3.9 and higher.

To graduate "with honors," a student must have earned a minimum of 45 academic hours carrying quality points at Belhaven University and a 3.40 cumulative grade point average at Belhaven University. Honors are only given for the baccalaureate 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.
- **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.

Experiential Learning Credit: (Maximum credit – 30 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.

PLA if assessed through two course options as described below:

BU294 Prior Learning Assessment Portfolio

This course is designed to assist the student with the development of an experiential learning portfolio. This includes developing a resume, reflecting on the personal journey through an autobiographical essay, application of a Christian worldview, and identifying knowledge and skills learned from previous work educational and work experiences in the experiential essays. The portfolio will be the basis of evaluation of work and life experiences for possible college credit. Students may write for up to 12 hours of credit for each occurrence of BU294 (resulting in a total possible of 15 credits, 3 from BU294 and up to 12 experiential credits). Students must register for BU294 in term 1 of the semester prior to the semester of graduation. BU294 may be repeated if more than 12 credit hours of PLA credit need to be assessed, not to exceed the limit of 30 credit hours from this option, including the credits earned through BU294.

BU29X Prior Learning Assessment Portfolio 1-3 credits

This course is designed to assist the student with the development of an experiential learning portfolio when less than four credit hours are needed. This includes developing a resume, reflecting on the personal journey through an autobiographical essay, application of a Christian worldview, and identifying knowledge and skills learned from previous work educational and work experiences in the experiential essays. The portfolio will be the basis of evaluation of work and life experiences for possible college credit. Students may write for 1-3 hours of credit in BU290. Students must register for BU291, BU292, or BU293 (depending on the number of elective credits needed) in term 1 of the semester prior to the semester of graduation. BU291, 2, or 3 are Pass/Fail courses.

All PLA submissions from either course option listed above must be completed by the end of term 1 of the semester prior to the semester of graduation.

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 30 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 302, BIB 303, BIB 307, BIB 308, BIB 310, BIB 311, and BIB 317.

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 to include BIB 220, 221, WVC 301, BIO 125, BU 110, ENG103, 108, 203, 204, HIS108, 205, MAT 202 and electives.

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 220, 221, WVC 301, BIO 125, BU 110, ENG 103, 108, 203, 204, HIS 108, 205, MAT 202 and 18 hours from the following: BIB-302, BIB-303, BIB-307, BIB-308, BIB-310, BIB-311, BIB-317, BIB-341, BIB-350, BIB-360, and BIB-408

Associate of Arts in Business

A.A. in Business: 62 hours to include BIB 220, 221, WVC 301, BIO 125, BU 110, 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. Must be completed prior to the last semester of study.
- Standardized examinations must be completed prior to the last semester of study. (CLEP, DSST, PEP, USAFI)
- Guided studies

General Education Required Coursework

All students seeking a bachelor's degree must complete BIB220, 221, BIO 125, BU 110, 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, 353, 355, 420, 461, WVC 401, electives and 6 hours from the following: PSY 342, 343, 362 and 442.

Bachelor of Arts in Applied Psychology with Christian Ministries Concentration

B.A. in Applied Psychology with Christian Ministries Concentration: 124 hours to include all General Education coursework as well as PSY203, 243, 304, 312, 331, 332, 340, 352, 353, 355, 420, 461, WVC 401, electives and 6 hours from the following: PSY 342, 343, 362 and 442. The concentration in Christian Ministries includes 12 hours from the following courses: BIB-302, BIB-303, BIB-310, BIB-311, BIB-341, BIB-350, BIB-360, and BIB-408

B.A. in Applied Psychology with Criminal Justice Concentration: 124 hours to include all General Education coursework as well as PSY203, 243, 304, 312, 331, 332, 340, 352, 353, 355, 420, 461, WVC 401, electives and 6 hours from the following: PSY 342, 343, 362 and 442. The concentration in Criminal Justice includes: CJU 320, 407, 412 and 419.

Adding a criminal justice concentration to Belhaven's Bachelor of Arts in Applied Psychology is ideal for adults who want to focus on leadership within the judicial and correctional system. As part of Belhaven's online format, 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.

B.A. in Applied Psychology with Human Services Concentration: 124 hours to include all General Education coursework as well as PSY203, 243, 304, 312, 331, 332, 340, 352, 353, 355, 420, 461, WVC 401, electives and 6 hours from the following: PSY 342, 343, 362 and 442. The concentration in Human Services includes: SOC 201, 202, 220, and 310.

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-302, BIB-303, BIB-307, BIB-308, BIB-310, BIB-311, BIB-317, BIB-341, BIB-350, BIB-360, BIB-408, WVC 401 and electives.

B.A. in Biblical Studies with Human Services Concentration: 124 hours to include all General Education coursework as well as BIB-302, BIB-303, BIB-307, BIB-308, BIB-310, BIB-311, BIB-317, BIB-341, BIB-350, BIB-360, BIB-408, WVC 401.. The concentration in Human Services includes: SOC 201, 202, 220, and 310.

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 Human 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.

B.A. in Human Services: 124 hours to include all General Education coursework as well as BIB-360, PSY-203, PSY-243, PSY-312, PSY-340, PSY-342, SOC-101, SOC-201, SOC-202, SOC-220, SOC-310, SOC-350, SOC-351, SOC-370, WVC 401 and electives.

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.

B.A. in Human Services with Christian Ministries concentration: 124 hours to include all General Education coursework as well as BIB-360, PSY-203, PSY-243, PSY-312, PSY-340, PSY-342, SOC-101, SOC-201, SOC-202, SOC-220, SOC-310, SOC-350, SOC-351, SOC-370, WVC 401 and electives. The concentration in Christian Ministries includes 12 hours from the following courses: BIB-302, BIB-303, BIB-310, BIB-311, BIB-341, BIB-350, BIB-360, and BIB-408

Adding a criminal justice concentration to Belhaven's Bachelor of Arts in Social Services is ideal for adults who want to focus on leadership within the judicial and correctional system. As part of Belhaven's online format, 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.

B.A. in Human Services with Criminal Justice concentration: 124 hours to include all General Education coursework as well as BIB-360, PSY-203, PSY-243, PSY-312, PSY-340, PSY-342, SOC-101, SOC-201, SOC-202, SOC-220, SOC-310, SOC-350, SOC-351, SOC-370, WVC 401 and electives. The concentration in Criminal Justice includes: CJU 320, 407, 412 and 419.

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, BUS120, 304, 309, 320, 326, 360, 363, 412, 414, 418, 419, 420, ECO 407, WVC 401, and electives.

B.B.A with Information Technology Management for Business Leaders Concentration: 124 hours to include all General Education coursework as well as BBA 302, 320, 321, BUS120, 304, 309, 320, 326, 331, 332, 333, 334, 360, 363, 412, 414, 418, 419, 420, ECO 407, WVC 401, and electives. IT Management for Business Leaders Concentration is made of BUS 331-334.

Students completing this concentration will have a more complete understanding of technological solutions for business enterprises, be able to conduct gap analysis in the technology space of their business, and knowledgeably acquire hardware, software, and personnel as needed. Students will also gain an understanding of the inherent risks and threats introduced by technology in the workplace and be able to design processes to address them.

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.

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.

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 IT Management: 124 hours to include all General Education coursework as well as BUS 304, 309, 320, 326, 331, 332, 333, 334, 360, 362, 395, 406, 412, 414, 418, 419, 420, ECO 407, WVC 401, and electives. IT Management for Business Leaders Concentration is made of BUS 331-334.

Students completing this concentration will have a more complete understanding of technological solutions for business enterprises, be able to conduct gap analysis in the technology space of their business, and knowledgeably acquire hardware, software, and personnel as needed. Students will also gain an understanding of the inherent risks and threats introduced by technology in the workplace and be able to design processes to address them.

Bachelor of Social Work (SWK)

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.

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.

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)

220 Exploring the Old Testament (3).

This course is an exploration of the Old Testament and its central themes. God is the great king over all creation who has created humanity to have a relationship with him and to extend his reign throughout the entire earth. By entering into covenants, God makes promises to his people and calls them to be faithful to him. 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 an exploration 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.

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)*

- 303 The Books of Moses (3).**
The first five books of the Bible lay the foundation for the remainder of God's word. They give the origins of creation, human sin, the history of salvation, and God's covenant with his people. These books also point to Christ and the complete salvation that comes through him.
- 307 Old Testament Historical & Poetic Books (3).**
The historical books of the Old Testament relate how God's plan of salvation is worked out in real events that take place in history. The poetic books give us God's word through human voices - the response of human living in relationship with God. Taken together, these books give us God's actions in history, and the responses of his people to these actions.
- 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)*
- 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)*
- 341 Introduction to Christian Doctrine (3).**
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. *(Fall, odd years)*
- 350 The Nature and Purpose of the Church (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)*
- 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)*
- 417 Teaching the Bible (3).**
This course equips students in the basic skills needed to teach the Bible. The course is designed to help students recognize and develop their own gifts and skills for greater effectiveness in imparting Biblical truth to others.
- 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)*

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.

Belhaven Orientation (BU)

110 Tools for Success

This course is designed to help the online undergraduate student be prepared to be successful in education and life. By using various assessments, the student will gain a better understanding of who they are, who God has designed them to be, and how this relates to their chosen field of study. The student will be introduced to a variety of tools that are designed to support their educational experience, and that can prepare them for success in future courses and beyond. Topics to be addressed include but are not limited to: time management, healthy living, worldview, writing conventions, conducting research, and avoiding plagiarism.

291-293 Prior Learning Assessment Portfolio (1-3).

This course is designed to assist the student with the development of an experiential learning portfolio. This includes developing a resume, reflecting on the personal journey through an autobiographical essay, application of a Christian worldview, and identifying knowledge and skills learned from previous work educational and work experiences in the experiential essays. The portfolio will be the basis of evaluation of work and life experiences for possible college credit. Students may write for 1-3 hours of credit in BU29X. Students must register for BU291, BU292, or BU293 (depending on the number of elective credits needed) in term 1 of the semester prior to the semester of graduation. BU291, 2, or 3 are Pass/Fail courses.

294 Prior Learning Assessment Portfolio (3).

This course is designed to assist the student with the development of an experiential learning portfolio. This includes developing a resume, reflecting on the personal journey through an autobiographical essay, application of a Christian worldview, and identifying knowledge and skills learned from previous work educational and work experiences in the experiential essays. The portfolio will be the basis of evaluation of work and life experiences for possible college credit. Students may write for up to 12 hours of credit for each occurrence of BU294 (resulting in a total possible of 15 credits, 3 from BU294 and up to 12 experiential credits). Students must register for BU294 in term 1 of the semester prior to the semester of graduation.

Business (BUS)

120 Introduction to Spreadsheet Applications (3). (Replaces MAT-345)

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)*

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).

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: 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.

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.

- 331 Data Management and Analytics for Business Leaders (3).**
- 332 Information Technology Acquisitions, Gap Analysis, and Finance (3).**
- 333 Information Technology Security for Leaders (3).**
- 334 Case Studies in Technology Leadership for Business (3).**
- 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.

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.

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.
- 343 Helping Children and Adolescence (3).** Prereq: PSY 203
This course defines key characteristics of theories and types of therapy commonly used with children and adolescents, as well as strengths and limitations of each.
- 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.
- 442 Psychology of Health & Well-Being (3).** Prereq: PSY 203
An exploration of the role of psychology as it relates to human physiology and health. Topics include stress management, nutrition, addictive substances, immunological disorders, and other relevant psychophysiological areas.
- 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.

Social Work (SWK)

- 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 phases, conception to middle childhood, focusing on the biological, cultural, psychological, and social systems as they affect human behavior. Included in the discussion will be the potential impact on one's worldview on human behavior.
- 301 Human Behavior and the Social Environment II (3)** Prerequisite: SWK 300
Presents the development of the individual through the life cycle phases, adolescence to older adulthood, focusing on the biological, cultural, psychological, and social systems as they affect human behavior. Included in the discussion will be the potential impact on one's worldview on human behavior.
- 350 Social Work Practice I (3)** Prerequisites or Co-requisite for Social Work Majors only: SWK 200
Presents methods and techniques of social work practice with an emphasis on work with individuals and families. 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 practice. Students will complete a series of assignments intended to help prepare them to utilize research as professional social workers; apply ethical principles and engage in effective practice evaluation with client systems of all sizes.
- 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.

Worldview Curriculum (WVC)

301 Christian Interpretation of Life (3). Prereq: BIB 220, BIB 221

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 CERTIFICATE PROGRAMS

(For Admission Information see Graduate Admission Requirements listed under Adult Studies – Information for Prospective Students. Please verify if graduate certificates are available in your area.)

Graduation Requirements for Certificates

- Successful completion of each certificate's 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-.
- 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.
- Payment of all tuition and fees.
- Applications for certificate completion audits must be made online by the deadlines listed in the calendars at least eight months prior to the anticipated certificate completion. Failure to do so on schedule may result in a delay in the receipt of certificate.

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)

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

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 successfully pass 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 MBA 601, MBA 612, 613, 624, 640, 643, 646, 658, 664, 680, 682, and 687.

MBA Concentrations

Students have the option of adding a concentration (Finance, Health Administration, Human Resources, Leadership, Project Management, Public Administration or Sports Administration) within the MBA and may choose to do so at any point in the degree program prior to applying for 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 Finance concentration – 42 hours to include MBA 601, MBA 612, 613, 624, 640, 643, 646, 658, 664, 680, 687 and MBA 671, 672 & 673

MBA with Health Administration concentration – 42 hours to include MBA 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 MBA 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 MBA 601, MBA 612, 613, 624, 640, 643, 646, 658, 664, 680, 687 and MSL 630, 665, and 668.

MBA with Project Management concentration – 42 hours to include MBA 601, 612, 613, 624, 643, 646, 658, 664, 680, 682, 687 and 6 hours from MBA 683, 684, and 685.

MBA with Public Administration concentration – 42 hours to include MBA 601, MBA 612, 613, 624, 640, 643, 646, 658, 664, 680, 687 and choose 9 hours from MPA 607, 609, 610, 611, and 612.

MBA with Sports Administration concentration - 42 hours to include MBA 601, MBA 612, 613, 624, 640, 643, 646, 658, 664, 680, 687 and MSA 608, 646, and 668.

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 successfully pass 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, MBA 640, MPA 605, 606, 607, 609, 610, 611, 612, 615, 620, and 625.

Master of Public Administration with Human Resources Concentration

The Master of Public Administration with 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. Students who desire to pursue a MPA may already know the field they intend to work in, and will benefit from the opportunity to add a concentration to the core MPA degree program. Note, the concentration classes are only available online.

M.P.A. with Human Resources: 42 hours to include MSL 601, MBA 640, MPA 605, 606, 607, 609, 610, 611, 612, 615, 620, and 625 and 6 hours from MSL- 661, MSL-662 and MSL-663 for the Human Resources concentration.

M.P.A. with Finance: 42 hours to include MSL 601, MBA 640, MPA 605, 606, 607, 609, 610, 611, 612, 615, 620, 625 and 6 hours from MBA-671, MBA-672, and MBA-673 for the Finance concentration.

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 successfully pass 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 and 686.

M.S.L. with Human Resources concentration - 42 hours to include MSL 601, 624, 630, 640, 643, 646, 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.

M.S.L. with Public Administration concentration – 42 hours to include MBA 624, 640, 646, MSL 601, 630, 643, 658, 660, 665, 668 and 670, and 9 hours from MPA-607, MPA-609, MPA-610, MPA-611 and MPA-612 (Public Administration Concentration online only.)

GRADUATE SCHOOL OF EDUCATION DEGREE PROGRAMS

Professor David Hand, Ed.D. - Dean

Associate Professor Cynthia Wilkins, Ph.D., Chair of the Graduate School of Education

Professor Catherine Wasson, Ph.D.

Professor Claudia Nisbett, Ed.D., Graduate Reading Literacy

Associate Professor Rebekah Mincey, Ph.D., Director of Master of Arts in Teaching Program

Assistant Professor Mariella Simons, Ph.D., Coordinator of School Leadership and Supervision

Assistant Professor Jim Young, Ph.D., Director of Doctoral Studies

Assistant Professor Tracey Gregory, Ed.D., Graduate Education and Doctoral Studies

For Admission Information see Graduate Admission Requirements listed under Adult Studies – Information for Prospective Candidates.

Graduate Degrees Offered in the School of Education

- **Master of Arts in Teaching – Mississippi Alternate Route Teacher Certification (MAT/ALT CERT)**
- **Master of Arts in Teaching – Non-Licensure (MAT/NL)**
- **Master of Education Curriculum & Instruction (M.ED./C&I)**
- **Master of Education Curriculum & Instruction – Emphasis: Educational Technology (M.ED./C&I/ED TECH)**
- **Master of Education Curriculum & Instruction – Emphasis: Support for National Board Cert (M.ED./C&I/NBCT)**
- **Master of Education in Reading Literacy (M.ED./RL)**
- **Master of Education in School Leadership & Supervision – Licensure (M.ED./SLA)**
- **Education Specialist – School Leadership & Supervision – Licensure (ED.S./SLA)**
- **Education Specialist – School Leadership & Supervision – Non-Licensure (ED.S./SLA/NL)**
- **Doctor of Education – Educational Leadership (ED.D.)**

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 fulfill his or her 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 Graduate School of Education believe that well-prepared teachers and administrators as professional educators are committed to the education profession and to helping improve the educational environment in our schools. At Belhaven, we challenge individuals to stretch themselves as effective educators, to take the lead in their schools, to 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 women'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 as globally. Building on the University's tradition, the Belhaven University Graduate School of Education now offers a Master of Arts in Teaching, three graduate Master 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 "Zoom" webinars which offer candidates support in their course work. Courses are offered online during 7 week sessions with 6 sessions offered yearly:

Fall Session 1 – August

Fall Session 2 – October

Spring Session 1 – January

Spring Session 2 – March

Summer Session 1- May

Summer Session 2 - July

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 MAT, M.Ed., Ed.S, and Ed.D. degrees by incorporating the **State and Professional Standards** as applicable to the degree content for each respective degree program. MAT and Master of Education in Curriculum and Instruction degrees are aligned, where appropriate, to:

- Council for the Accreditation of Educator Preparation Advanced Standards (CAEP)
- Interstate Teacher Assessment and Support Consortium Standards (InTASC)
- International Literacy Association Standards (ILA)
- Mississippi College and Career Readiness Standards (CCRS)
- National Board for Professional Teaching Standards (NBPTS)

The Master of Education and the Education Specialist degrees in Educational Leadership/School Administration and Supervision programs of study address:

- **Professional Standards for Educational Leaders (PSEL)**, which define educational leadership broadly and provide specificity around performance expectations for beginning level building and district leaders.

- *National Educational Leadership Preparation Standards for Building Level Leaders (NELP)*, which are aligned to *PSEL* standards and 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
- *Mississippi Educator & Administrator Growth System*.

MISSION STATEMENT

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

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.

Master of Arts in Teaching Degree Plan - MAT

- **Master of Arts in Teaching – Alternate Route to Certification – MAT/ALT CERT**

Four courses leading to Mississippi Alternate Route Teacher Certification – MAT/Alt Cert*

EDU 501 Measurement & Evaluation Strategies +	3
EDU 502 Dimensions of Learning I	3
EDU 503 Dimensions of Learning II	3
EDU 506 Classroom Management & Organization +	3

Master of Arts in Teaching MS Alternate Route Teacher Certification 4 Required Courses 12 Credit Hours.

**Applicants to the MAT/Alt Cert program are required to have successfully passed the MDE compulsory teacher assessment tests: ACT with a 21 or higher, OR qualifying SAT scores, OR a passing score on the CORE exam AND a passing score on a MS approved subject area/content Praxis II test prior to admission to the MAT program.*

+ Denotes courses that are part of the dual enrollment program for undergraduate candidates (see undergraduate Belhaven catalog)

**Applicants seeking a MAT degree without Licensure meet the same course requirements but are exempt from taking the required licensure exams.*

Seven Courses leading to the completion of the full MAT degree

EDU 602 Psychology of the Exceptional Child	3
EDU 612 Curriculum Planning & Organization	3
EDU 621 Assessing Student Learning	3
EDU 622 Teaching Reading & Math Skills	3
EDU 625 Instructional Leadership Skills in the Classroom	3
EDU 628 Advanced Instructional Strategies	3
REA 617 Content Area Literacy	3
Courses for MAT Degree Completion	21 Credit Hours.

Total 33 Credit Hours.

- **Master of Arts in Teaching – MAT/NL (Non-Licensure):**

**Applicants seeking a MAT degree without Licensure meet the same course requirements but are exempt from taking the required licensure exams.*

Non-licensure candidates desiring an elementary 4th-6th teacher endorsement will take REA 511 Foundations of Reading for a total of 33 credit hours in the licensure program. The Foundations of Reading test must be passed before moving to the licensure program.

Non-licensure candidates who are at the end of their program and lack passing scores on licensure exams can take EDU624 and EDU631 to complete their 33 hour degree program. Candidates will have 5 years to obtain a passing score on a licensure exam in order to return and re-enroll in Dimensions I (EDU502) and Dimensions II (EDU503) to qualify for their 5-year renewable license.

MASTER OF EDUCATION DEGREE PLAN – M.ED.

Curriculum and Instruction

- Master of Education – M.Ed./C&I
- M.Ed./C&I with Educational Technology Emphasis - M.Ed./C&I/EdTECH
- M.Ed./C&I with Support for National Board Certification - M.Ed./C&I/NBCT

Master of Education – M.Ed. Curriculum and Instruction

EDU 600 M.Ed. Orientation Seminar	0
EDU 610 Research Methods & Procedures	3
EDU 612 Curriculum Planning & Organization	3
EDU 621 Assessing Student Learning	3
EDU 623 Technology in Education	3
EDU 624*Issues & Innovations in Education	3
EDU 625+Instructional Leadership Skills in the Classroom	3
EDU 628 Advanced Instructional Strategies	3
EDU 630 Engaging Student Learners	3
EDU 631* Individual Instruction for Children with Learning Problems	3
EDU 636* Supervision of Instruction: Collaborating for Accountability	3
REA 617 Content Area Literacy	3

Total 33 Credit Hours

*In place of EDU 624, EDU 631, & EDU 636 -those working toward the M.Ed./C&I with *Educational Technology Emphasis* degree will take the following three area of emphasis courses:

EDU 641 Integrating Technology into the Curriculum	3
EDU 642 Systematic Design for Learning	3
EDU 643 Educational Applications of Multimedia	3

*In place of EDU 624, EDU 631, & EDU 636 -those working toward the M.Ed./C&I with *Support for National Board Certification* degree will take the following area of emphasis courses:

EDU 651 Differentiated Instruction (16 week one semester session)	3
EDU 652 Interaction with Students (16 week one semester session)	3
EDU 653 Impact on Teaching (16 week one semester session)	3
EDU 635+ Instructional Leadership Skills in the Classroom – NBCT Portfolio Defense	3

+ M.Ed./C&I/NBCT candidates take EDU 635 in lieu of EDU 625

Applicants are encouraged to confirm state requirements for teacher educator/administrator certification and/or endorsements with the State Department of Education from the state in which they are employed or desire to be employed. Belhaven University does not guarantee that all individual state licensing or certification requirements as defined in this degree program will meet individual State Department of Education requirements for certifications or endorsements within states other than Mississippi.

MASTER OF EDUCATION IN READING LITERACY DEGREE PLAN M.ED./RL*

Master of Education in Reading Literacy – M.ED./RL*

Required Courses (33 credit hours):

EDU 600 M.Ed. Orientation Seminar	3
EDU 610 Research Methods & Procedures	3
EDU 630 Engaging Student Learners	3
EDU 612 Curriculum Planning & Organization	3
REA 608 Early Literacy Instruction	3
REA 611 Literature & Literacy	3

Adult Program

REA 617 Content Area Literacy	3
REA 622 Teaching Reading Skills & Comprehension	3
REA 627 Middle Grade Literacy (4-8)	3
REA 629 Literacy Assessment, Diagnosis, & Remediation	3
REA 632 Practicum in Reading**	3
EDU 625 Instructional Leadership Skills in the Classroom**	3

Total 33 Credit Hours

**Due to the practicum hours required, candidates making application to the M.Ed. degree in Reading Literacy will be required to be a current teacher and provide evidence of presently teaching in a school.*

***Candidates will be required to take and successfully pass the Foundations of Reading Test as a prerequisite to taking REA 632 and EDU 625.*

NOTE: Candidates seeking reading certification must assume responsibility for fulfilling all state requirements. Completion of the Master of Reading can lead to licensure depending on a candidate's state policies and/or requirements.

Applicants are encourage to confirm state requirements for teacher educator/administrator certification and/or endorsements with the State Department of Education from the state in which they are employed or desire to be employed. Belhaven University does not assure that all individual state licensing or certification requirements as defined in this degree program will meet individual State Department of Education requirements for certifications or endorsements within states other than Mississippi.

MASTER OF EDUCATION DEGREE PLAN – M.Ed./SLA

School Leadership Administration - Licensure

Master of Education – M.ED./SLA - School Leadership Administration –Leading to Mississippi School Administrator License* Required Courses (33 credit hours):

EDU 644 School & Community Relations	3
EDU 645 Enhancing Curriculum & Instructional Capacity	3
EDU 646 School Law & Ethical Principles	3
EDU 650 Leadership & Management for Effective & Efficient Schools	3
EDU 655 Equity & Cultural Leadership	3
EDU 657 Assessment for Continuous School Improvement	3
EDU 667 Operations & Fiscal Management	3
EDU 669 Human Resource Leadership	3
EDU 675 Literacy Leadership	3
EDU 677 Principal Internship I: Role of the Principal	3
EDU 678 Principal Internship II: Leadership Defense	3

Total 33 Credit Hours

EDU 686 Principal Internship III: Extension (IF NEEDED) 3

Due to the required internship hours for licensure, those seeking Administrator Licensure who are not currently employed in a school building level cannot apply to the Educational Leadership program. Also, candidates seeking licensure cannot begin the program without a signed agreement from a school building administrator who is willing to serve as their Mentoring Supervisor throughout their course of study.

*After completing the first eight courses for a M.Ed. Degree in School Leadership Administration leading to a **Mississippi State Administrator's License**, candidates must take and pass **The School Leaders License Assessment Exam (SLLA)** in order to be recommended for licensure. **Taking the SLLA is a NOT requirement for graduation. Passing the SLLA is a requirement for licensure.***

NOTE: Candidates seeking administrator certification must assume responsibility for fulfilling all state requirements.

***OUT OF STATE CANDIDATES:** *Applicants are encouraged to confirm state requirements for teacher educator/administrator certification and/or endorsements with the State Department of Education from the state in which they are employed or desire to be employed. Belhaven University does not guarantee that all individual state licensing or*

certification requirements as defined in this degree program will meet individual State Department of Education requirements for certifications or endorsements within states other than Mississippi.

The Belhaven University School of Education will not be responsible for addressing requirements from individual candidate's state of residence or from a state in which they may plan to obtain an administrator license.

Graduation Requirements: MASTER DEGREE Completion (all 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 third grade of C is earned, a candidate must repeat one of those courses and earn a grade of B- or better. A course may not be taken more than two times.
- Candidates are required to complete all course requirements and the comprehensive exit process which includes writing the Comprehensive Capstone Paper for MAT/Alt. Cert, MAT/NL, M.Ed./C&I, M.Ed/Ed. Tech, and M.Ed./RL. M.Ed./RL candidates must also complete the Reading Practicum. M.Ed./C&I/NBCT candidates must complete and defend the NBCT Portfolio. M.Ed/SLA licensure candidates must have 320+ internship hours verified before entering the course sequence EDU 677, 675, and 678, during which the internship defense is written and defended.
- Candidates in the M.Ed. (licensure) program in School Administration leading to a Mississippi State Administrator's License must take and pass ***The School Leaders License Assessment (SLLA)*** before Belhaven can make recommendation for licensure, as it is a requirement by the State of Mississippi, as well as many other states. Taking the SLLA is not a requirement for 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 years of starting 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.

Education Specialist DEGREE PLAN

School Leadership Administration – Ed.S./SLA - Licensure*

Education Specialist – Ed.S./SLA - School Leadership Administration –Leading to Mississippi School Administrator License* Required Courses (33 credit hours):

EDU 744 School & Community Relations	3
EDU 745 Enhancing Curriculum & Instructional Capacity	3
EDU 746 School Law & Ethical Principles	3
EDU 750 Leadership & Management for Effective & Efficient Schools	3
EDU 755 Equity & Cultural Leadership	3
EDU 757 Assessment for Continuous School Improvement	3
EDU 767 Operations & Fiscal Management	3
EDU 769 Human Resource Leadership	3
EDU 775 Literacy Leadership	3
EDU 777 Role of the Principal: Principal Internship I	3
EDU 778 Principal Internship II: Leadership Defense	3
Total 33 Credit Hours	
EDU 786 Principal Internship III: Extension (IF NEEDED)	3

Due to the required internship hours for licensure, those seeking Administrator Licensure who are not currently employed in a school building level cannot apply to the Educational Leadership program. Also, candidates seeking licensure cannot begin the program without a signed agreement from a school building administrator who is willing to serve as their Mentoring Supervisor throughout their course of study.

****After completing the first eight courses for an Ed.S. Degree in School Leadership Administration leading to a Mississippi State Administrator's License, candidates desiring licensure must take and pass The School Leaders License Assessment***

Exam (SLLA) in order to be recommended for licensure. **Taking the SLLA is NOT a requirement for graduation. Passing the SLLA is a requirement for licensure.**

OUT OF STATE CANDIDATES: *Out-of-state candidates are required to assume all responsibilities for ascertaining the licensure requirements from the state in which they desire licensure. The Belhaven University School of Education will not be responsible for addressing requirements from individual candidate’s state of residence or from a state in which they may plan to obtain an administrator license.*

The Belhaven University School of Education will not be responsible for addressing requirements from individual candidate’s state of residence or from a state in which they may plan to obtain an administrator license.

Licensure Requirements:

- Candidates in the Ed.S. (licensure) program in School Administration leading to a Mississippi State Administrator’s License will be required to present a written and oral defense of their internship experience in a sequence of courses EDU 777, 775, and 778. Prior to enrollment in those courses, 320+ internship hours must be verified by Belhaven.
- Candidates in the Ed.S. (licensure) program in School Administration leading to a Mississippi State Administrator’s License must take ***The School Leaders License Assessment (SLLA)*** before Belhaven can make recommendation for licensure, as it is a requirement by the State of Mississippi, as well as many other states. Taking the SLLA is not a requirement for graduation.

School Leadership Administration – Ed.S./NL– Non-Licensure

For Candidates who already have licensure in administration or are not seeking licensure in administration.

EDU 751 Historical & Philosophical Perspectives on Educational Practice	3
EDU 766 Transformational Leadership	3
EDU 768 Leadership in the Educational Organization	3
EDU 770 Advanced School Leadership and Public Relations	3
EDU 771 Advanced School Law and Ethics	3
EDU 772 School Organization Analysis	3
EDU 773 Leadership for School Conflict Resolution	3
EDU 774 Trends and the Future in Elementary/Secondary Education	3
EDU 776 Politics of Educational Change	3
EDU 779 Contemporary and Global Considerations in Education	3
EDU 785 Comprehensive Synthesis of Educational Leadership	3

Total 33 Credit Hours

Graduation Requirements: Education Specialist Degree Completion

- Successful completion of the degree curriculum with a minimum cumulative GPA of 3.00.
- No more than one C or C+ grade is permitted in the course of the program.
- Once a second grade of C is earned, a candidate must repeat one of those courses and earn a grade of B- or better. A course may not be taken more than two times.
- Graduate education candidates are required to successfully complete all course Artifacts in order to confirm the knowledge base gained during the course of their plan of study. This requires articulating and demonstrating the ability to critically reflect, evaluate, analyze, and synthesize the content as applied in education and schooling today. See the Graduate School of Education Handbook for specific requirements.
- Candidates in the Ed.S. (licensure) program in School Administration leading to a Mississippi State Administrator’s License will be required to present a written and oral defense of their internship experience.
- Candidates in the Ed.S. (licensure) program in School Administration leading to a Mississippi State Administrator’s License must take and pass ***The School Leaders License Assessment (SLLA)*** before Belhaven can make recommendation for licensure, as it is a requirement by the State of Mississippi, as well as many other states. Taking the SLLA is not a requirement for graduation.
- All credits applied toward the degree must have been completed within five years of starting 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 starting 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 DEGREE PLAN – Ed.D. Educational Leadership

Ed.D. Information, Requirements, and Course Delivery

Program Distinctives

- The program has been designed for the educational practitioner. Consideration has been given to recognizing the challenges of professional adult learners currently holding teaching and school leadership positions and having family obligations.
- All courses are offered online scheduled in seven week terms. An exception: the program does require three, one to three day Residency attendance on the Belhaven University Jackson campus: Residency 1(R1) Introduction to the Ed.D. Seminar; Residency 2 (R2) Ed.D. Dissertation Seminar; Residency (R3) the candidate's Oral Defense.
- **The Dissertation Writing Block hours are a full semester in length: EDU 780, EDU 781, EDU 782, EDU 783, and EDU 784.**
- Online courses are scheduled as 7 week courses: Fall 1 August start, Fall 2 October start – Spring 1 January start, Spring 2, March start, and Summer 1 May start, Summer 2 July start.
- 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 administrators in public/private schools/higher education and/or are currently involved in public/private schools/higher education institutions.
- Courses are taught from a Christian worldview perspective.
- The University and its degree programs are accredited by 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) standards for advanced programs.
- Candidates will be required to successfully complete all courses in ***Phase I: Professional Specialized Courses*** before they may advance in the program. ****NOTE: up to 30 credit hours in Phase I will be evaluated and may be accepted from a non-Belhaven earned Education Specialist (Ed.S.) in School Administration degree. Hours to be transferred from an Ed.S. other than School Administration will be evaluated on an individual basis.***
- Before a candidate can progress and begin the Research & Methods courses, 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 702.
- EDU 785: *Educational Leadership Comprehensive Paper* is required of all candidates entering ***Phase II*** of the Ed.D. program with an earned Ed.S. degree from an institution other than Belhaven. This course is also to be taken by Ed.D. Doctoral candidates who completed their Ed.S. licensure degree from Belhaven University, and need to strengthen their writing skills based upon the Graduate Committee's recommendation. However, candidates in EDU 778 who score in the acceptable range upon completion of the optional research-based essay of intent desiring to pursue the Ed.D. will not be required to take EDU 785. Residency 1 (R1) and EDU 785 will determine the candidate's eligibility to matriculate through the Ed.D. program. The Comprehensive Paper is considered a "Gate Keeping" assessment to be used by the Graduate Education Committee to evaluate a candidate's eligibility to proceed to PHASE III – Research & Methods courses of the program
- Phase II and Phase III courses are graded on an A, B, C, D, F scale. No plus or minus grades will be recorded. Phase IV courses will receive Satisfactory or Unsatisfactory grades.
- All courses in Phase II and Phases III must be completed with an overall GPA of B or better. No more than one C grades is allowed. Courses cannot be repeated.
- A letter grade of a D or an F will be grounds for automatic dismissal from the Doctoral program, regardless of the candidate's GPA. Courses in the Doctoral Ed.D. Phase II: Introduction and Pre-Dissertation Phase and Phase III: Research and Methods Phase cannot be repeated or taken a second time.
- Doctoral candidates must maintain continuous enrollment once they begin Phase IV of the Dissertation Block. A minimum of 12 credit hours (4 3-hour enrollments) is required and should be taken in sequence: EDU 780 – EDU 781 – EDU 782 – EDU 783. EDU 784 is the course number for Supplement Dissertation hours as needed.

- Once a candidate advances to **PHASE IV**, the Doctoral dissertation phase, candidates will find that courses EDU 780 – EDU 781 – EDU 782 – EDU 783 are exceptions to the seven week course schedule. These courses are part of the required 12 credit hour dissertation block needed for dissertation research and writing of the dissertation manuscript. These courses run for 16 weeks (one semester) in order to allow a candidate more time to work on writing the dissertation, as well as have time for chair and committee reviews, revisions, and approvals.
- All courses must be completed with an overall GPA of B or better. No more than one C grades is allowed.
- Candidates entering in Phase I will have a seven (7) year 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 entering in Phase II with an earned Ed.S. degree from another institution will have a five year (5) timeframe in which to complete their plan of study and defend their dissertation.
- 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.

Candidates admitted to the Ed.D. program will be required to complete Four (IV) Transition Phases in the course of their degree program. PHASES II & IV include three (3) Residency requirements. Residencies are only one, two, or three days in length.

- **Phase I:** Candidates complete their **Professional Specialized Courses**. No residency requirement
- **Phase II: Pre-Dissertation Phase** – An Intro to Developing the Dissertation -**Residency 1 (R1)** – 2.5 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.

Doctor of Education – Ed.D. Educational Leadership – Four PHASES

PHASE I – Earned Ed.S. Degree

Required Courses (33 credit hours):

Ed.S. Degree from Belhaven		33 hours
Ed.S. Degree from another Institution	30 hours plus EDU 785* (3 hours)	33 hours

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) Comprehensive Synthesis of Educational Leadership*	3

*Leveling course required of those coming into the program with 30 credit hours from an Ed.S. Degree received from another university. Belhaven Ed.S. graduates who need to strengthen academic writing skills based on the Graduate Education Committee’s recommendation may also take this course.

PHASE III – Statistics & Research Design Phase Required Courses (9 credit hours):

EDU 705 Research Design & Methods	3
EDU 710 Research Statistics	3
<i>Choose 1 of 2 Advanced Research Design Courses:</i>	
EDU 712 Advanced Quantitative Statistical Designs	3
EDU 716 Advanced Qualitative Research Methods	3
EDU 718 Mixed-Methods Research Design	3

PHASE IV – Dissertation Phase (Second and Third Residency – R2 & R3, Require Attendance on Campus)

Required Courses (12 credit hours):

EDU 780 Dissertation Seminar(R2 - 3 Day Residency)	(16 weeks – one semester) 3
EDU 781 Ed.D. Dissertation Block 1 – Proposal Phase	(16 weeks – one semester) 3
EDU 782 Ed.D. Dissertation Block 2 — Method Phase	(16 weeks – one semester) 3
EDU 783 Ed.D. Dissertation Block 3 — Research & Results Phase	(16 weeks – one semester) 3
Dissertation: The Oral Defense (R3 - 1 to 2 Day Residency)	

EDU 784 Supplementary Dissertation Hours (as needed)	(16 weeks – one semester) 3	Total 60
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Graduation Requirements:– Doctor of Education Ed.D. Educational Leadership

- If a candidate begins the Ed.S./Ed.D. program at Belhaven starting with PHASE I, all credits applied toward the Ed.D. must have been completed within seven years (7). If a candidate begins the Ed.D. program at PHASE II due to already holding an Ed.S. degree, the candidate will have five years (5) to complete the program.
 - Successful completion of the degree curriculum, PHASEs I-IV, with a minimum cumulative GPA of 3.00.
 - No more than one C grade is permitted during matriculation through the degree program.
 - Payment of all tuition and fees.
 - Doctoral candidates must have successfully defended (orally) their dissertation and have received “Full Dissertation Committee Approval” for their dissertation.
 - The dissertation manuscript must have passed all APA formatting and publishing guidelines and have met approval without corrections or revisions.
 - Before graduation candidates will be required to submit a published hard copy of their dissertation to: 1) the Graduate School of Education and 2) the Belhaven University Hood Library. Candidates will want to have additional copies hard bound, one for the committee chair as well as a personal copy.
 - Before graduation doctoral candidates will be required to follow the School of Education’s policies regarding submitting their dissertation for electronic publication and providing official evidence of having done so.
 - 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.
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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.

Public Administration (MPA)

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).
- 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.
- 615 State and Local Government Administration (3).**
This course examines the organization, structure, function, and operations of state, county and local governmental entities. State constitutional and regulatory requirements and constraints will be examined in conjunction with federal limitations. Administrative operations will be reviewed with emphasis on purchasing, contracting, human resources, financial administration, reporting, and ethical considerations particularly relevant to public servants at the subnational levels.
- 620 Research for Public Administrators (3).** Pre-req: MPA-604, 606, 607, 609, 610, 611, 612, 615
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 in the public sector. Quantitative and qualitative approaches are compared along with assessing various data collection methods, including the development of questionnaires and interviewing skills. Students deliver an oral and written summary of their research efforts, including key components of effective research such as the history and selection of the project topic, methods selected to investigate and collect information, and bibliographical resources.
- 625 Public Administration Capstone and Program Assessment (3).** Pre-req: MPA-620
The integrative capstone presentation of the research project initiated in MPA620. 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. Competency will also be evaluated through a comprehensive assessment of student's retained knowledge of programmatic learning objectives for public administration.

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.

Education (EDU)

Education Course Prefixes: EDU & REA

Master of Arts in Teaching Courses Alternate Route – (MAT ALT/CERT)

Master of Arts in Teaching Leading to Mississippi Alternate Teacher Certification (MAT-ALT/CERT)

There are four required courses for Mississippi Alternate Route Teacher Licensure - *Leading to Mississippi Alternate Route Teacher Certification to be taken in the following order: 1) EDU 506, 2) EDU 501, 3) EDU 502, & 4) EDU 503* for a total of 12 credit hours.

The first four (4) MAT courses for Alternate Teacher Certification are to be taken in the following order:

- 506 Classroom Management & 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.
- 501 Measurement & Evaluation Strategies (3).** Prerequisite: 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. Candidates use strategies for analyzing both group performance and individual needs using authentic 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).** Prerequisites: Successful completion of EDU 506 & EDU 501 and hold a *Three Year Temporary MS Teacher License* (MS – teaching in field of license). Candidates are required to have a signed MOU on file with the School of Education that verifies a teaching position in a public or an approved private school (in the candidate’s endorsed content area). Supervised internship provides an emphasis on the application of principles and theories of education through field-based experiences. Candidates will complete online assignments and have a minimum of one observation from a Belhaven University School of Education professor. This course is a full semester course.
- 503 Dimensions of Learning II (3).** Successful completion of EDU 506 & EDU 501 and hold a *Three Year Temporary MS Teacher License* (MS – teaching in field of license). Candidates are required to have a teaching position in a public or an approved private school (in the candidate’s endorsed content area). A study of the foundations of school law, social and cultural aspects of the school setting. Includes applications in the field. Candidates will complete online assignments and have a minimum of one observation from a Belhaven University School of Education professor. This course is a full semester course.

To complete the full Master of Arts in Teaching Degree (MAT), Candidates are required to successfully complete the following courses for a total of 33 credit hours:

- EDU 602 Psychology of the Exceptional Child
- EDU 612 Curriculum Planning & Organization
- EDU 621 Assessing Student Learning
- EDU 622 Teaching Reading & Math Skills
- EDU 625 Instructional Leadership Skills in the Classroom
- EDU 628 Advanced Instructional Strategies
- REA 617 Content Area Literacy
- *REA511 Foundations of Reading (must be taken by MAT Non-licensure candidates seeking certification in elementary grades 4-6 before changing to the Licensure program)

See the course descriptions for the courses listed here under the Master of Education Courses heading.

**Master of Arts in Teaching Courses
– MAT/NL (NON-LICENSURE)**

Master of Arts in Teaching NOT Leading to Mississippi Alternate Teacher Certification

Master of Arts in Teaching – Non-Licensure

Should candidates in the *MAT – Non-License* program take and pass the required MDE tests for admissions into the *MAT-Alternate Route* degree program and at the time qualifying tests scores are received by the School of Education candidates may request a degree plan change to the MAT-Alt/Cert degree if they desire to attain a MS Alternate Route Teacher License..

The first two (2) MAT/NL courses for are to be taken in the following order:

- 506 Classroom Management & 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.
- 501 Measurement & Evaluation Strategies (3).** Prerequisite: 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. Candidates use strategies for analyzing both group performance and individual needs using authentic measures. Theoretical foundations for evaluation are applied to a practicum experience at one of four levels of licensure: primary, elementary, middle, and secondary.

To complete the full Master of Arts in Teaching Degree (MAT/NL) for non-licensure, candidates are required to successfully complete the following courses for a total of 33 credit hours:

- EDU 602 Psychology of the Exceptional Child
- EDU 612 Curriculum Planning & Organization
- EDU 621 Assessing Student Learning
- EDU 622 Teaching Reading & Math Skills
- EDU 624 Issues & Innovations in Education
- EDU 625 Instructional Leadership Skills in the Classroom
- EDU 628 Advanced Instructional Strategies
- EDU631 Individual Instruction for Children with Learning Problems
- REA 617 Content Area Literacy

See the course descriptions for the courses listed here under the Master of Education Courses heading.

Master of Education COURSES

(M.Ed./C&I, M.Ed./C&I/EdTech, M.Ed./C&I/NBCT, M.Ed./RL, MAT)

- 600 Master of Education Orientation Seminar (0).** M.Ed./C&I, C&I/ED TECH, M.Ed./C&I/NBCT & M.Ed./RL
All candidates admitted to the Masters of Education (M.Ed.) and the Masters of Education in Reading and Literacy (M.Ed./RL) 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 seminar provides all candidates with information regarding expectations of the program, inclusive of an explanation of dispositions and characteristics expected of adult learners as professional educators. A review will cover: the Graduate School of Education Handbook, APA expectations in the writing style formatting for work submitted, and the capstone process.
- 602 Psychology of the Exceptional Child (3).** (MAT degree)
A study of the child who follows atypical patterns. Includes assessment practices and teaching techniques applicable to students with various disabilities.
- 610 Research Methods & Procedures (3).** (M.Ed./C&I, M.Ed./C&I/EdTech, M.Ed./C&I/NBCT and M.Ed./RL degrees)

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 & Organization (3). (MAT, M.Ed./C&I, M.Ed./C&I/EdTech, M.Ed./C&I/NBCT, and M.Ed./RL degrees) Prerequisites: EDU 628 and REA 617, or permission from the director of graduate education. The development, analysis, and evaluation of the school curriculum with emphasis on input from the school and community, as well as current research.

621 Assessing Student Learning (3). (MAT, M.Ed./C&I, M.Ed./C&I/NBCT, and M.Ed./C&I/EdTech. degrees) Prerequisites: EDU 628 and REA 617, 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). (MAT degree)
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). (M.Ed./C&I, M.Ed./C&I/NBCT and M.Ed./C&I/EdTech. degrees)
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 & Comprehensive Paper REQUIRED for all Master Degree Candidates: MAT, M.Ed./C&I, M.Ed./C&I/EdTech, and M.Ed./RL programs. Prerequisite: 3.0 cumulative GPA and 27 hours of Graduate EDU and REA courses or permission from the chair of graduate education. Develop skills and attributes necessary to establish and maintain a positive learning environment that maximizes student achievement. Instructional strategies and models of behavioral management are emphasized. Candidates will complete the required **Comprehensive Paper: *Educator as Servant Leader: Living and Modeling a Christian Worldview as a Reflective Practitioner.***

628 Advanced Instructional Strategies (3). (MAT, M.Ed./C&I, M.Ed./C&I/NBCT, and M.Ed./C&I/EdTech degrees)
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 Engaging Student Learners (3). (M.Ed./C&I, M.Ed./C&I/NBCT, and M.Ed./C&I/EdTech and M.Ed./RL degrees)
A study of methods for identifying learning problems and planning remedial instruction appropriate for students in all subject areas, with a qualitative and quantitative analysis of instructional methods teachers use to effectively engage students in the learning process.

624 Issues & Innovations in Education (3). (M.Ed./C&I and MAT/NL degrees)
A study of current research into critical issues in the elementary school curriculum, as well as organizational structures and innovations that affect achievement potential.

631 Individual Instruction for Children with Learning Problems (3). (M.Ed./C&I and MAT/NL)
A study of strategies for providing appropriate educational services for children with mild to moderate learning problems via the use of intervention techniques.

636 Supervision of Instruction: Collaborating for Accountability (3). (M.Ed./C&I degree)
Emphasis is on developing leadership skills in the classroom and with peer teachers, teaching assistants, and other community and school personnel.

***REA 617 Content Area Literacy. (3) (REQUIRED in MAT, M.Ed./C&I, M.Ed./C&I/EdTech, M.Ed./RL, and**

M.E.d./C&I/NBCT degrees).

Includes methods and materials for teaching reading through the content areas in upper elementary, middle, and secondary schools. Attention is given to techniques for diagnosing difficulties, teaching reading skills and comprehension with a focus on individualizing instruction, and assessing student achievement.

MASTER OF EDUCATION CURRICULUM & INSTRUCTION COURSES **Emphasis: Educational Technology - (M.ED./C&I./ED. TECH)**

- 641 Integrating Technology into the Curriculum (3).**
Enables teachers to select, utilize, evaluate, and modify a wide range of instructional media. Emphasis is placed on integrating commercially available educational media into the teacher's classroom methodology.
- 642 Systematic Design for Learning (3).**
Enables teachers to design a framework that guides course structure, leads the learner to a topic, removes extraneous distractions, enables focus, and engages the learner.
- 643 Educational Applications of Multimedia (3).**
Multimedia is a powerful tool for creating active learning that motivates and inspires students. This course examines educational applications of multimedia tools focusing on the fundamentals of multimedia design and development.
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MASTER OF EDUCATION CURRICULUM & INSTRUCTION COURSES **Emphasis: Support for National Board Certification - (M.ED./C&I./NBCT)**

- 651 Differentiated Instruction (3). 16 week one semester course; Prerequisite: concurrent registration in NBCT Component 1- Differentiation in Instruction**
Gather and analyze information about individual students relative to their learning strengths and needs. Use that data to design and implement instruction that advances student learning and achievement over time. Candidates will write descriptive, analytic and reflective responses to prompts to document meeting of expectations.
- 652 Interaction with Students (3). 16 week one semester course; Prerequisite: EDU 651 and concurrent registration in NBCT Component 2 – Teaching Practices and Learning Environment**
Develop effective student interactions that promote learning. Document this accomplishment in two separate videos, showcasing the teaching practices that resulted in student growth. Candidates will describe, analyze and reflect on their own teaching practice and interaction with students.
- 653 Impact on Teaching (3). 16 week one semester course; Prerequisite: EDU 651 and 652, with concurrent registration in NBCT Component 3 – Effective and Reflective Practitioner**
Reflect on practices that worked best in improving student performance. Describe and analyze strategies and information gathered that propelled learning, inclusive of collaborative efforts, assessments/data gathered, expectations set, and relationships forged that positively impacted student learning.
- 635 Instructional Leadership Skills in the Classroom – NBCT Portfolio (3). 8-week course; Prerequisite EDU 651, 652, and 653; 3.0 cumulative GPA and 27 hours of graduate EDU/REA courses or permission from chair of graduate education.**
Create the documents appropriate for submission for National Board Certification as a teacher. This course serves as the Capstone course for the M.Ed./C&I/NBCT candidates. The National Board Certification Portfolio serves in lieu of the comprehensive paper. Candidates will defend their NBCT portfolio.
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MASTER IN EDUCATION - READING LITERACY DEGREE COURSES (M.Ed./RL)

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 scientific research-based instructional methods and learning activities for use with beginning readers.

611 Literature & Literacy. (3)

A study of literary materials and resources that are appropriate for elementary instruction. Emphasis is placed on integrating literature into all curriculum areas. Identifies resources and research-based practices that create language rich environments.

617 Content Area Literacy. (3) (Also required in MAT and M.Ed./C&I degrees)

Includes methods and materials for teaching reading through the content areas in upper elementary, middle, and secondary schools. Attention is given to techniques for diagnosing difficulties, teaching reading skills and comprehension with a focus on individualizing instruction, and assessing student achievement.

622 Teaching Reading Skills & Comprehension. (3)

Covers selection and use of materials, as well as research based methods/strategies for teaching reading in the elementary schools. Emphasis is placed on strategies for oral language development and early systematic reading and writing instruction specific to vocabulary, fluency, and comprehension. The process of scaffolding the reading process is addressed.

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, & 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 Chair of Graduate Education. Passing the Foundations of Reading test prior to enrollment is required. 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.

Master of Education School Leadership Administration Courses (M.Ed./SLA) - for School Administrator Licensure

644 School & Community Relations (3)

Gain an understanding of the political, social, and economic factors that affect a school's relationship with various community agencies and constituencies, while developing professional administrative sensitivity to the various communities involved. Develop skill in group dynamics and communications by working with faculty, staff, community leaders, and school families to build a sense of school community. Become aware of the need to give attention to issues of social justice, fairness, equity, and student achievement. 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 3.1-3.3: Equity, Inclusiveness & Cultural Responsiveness, and Standard 5.1-5.3: Community and External Leadership of the NELP Standards

645 Enhancing Curriculum & Instructional Capacity (3)

Explore general guidelines, issues, and other foundations for curriculum development and evaluation at elementary, middle, and secondary school levels. Transition from thinking of curriculum for a particular subject within a classroom setting to thinking of the philosophical frameworks that help shape curriculum and instructional approaches appropriate for improving student performance. Develop an understanding of present state and school curriculum and learn how to effectively restructure and implement curriculum to create professional learning opportunities that improve teaching and learning. Issues of national and state student testing will be addressed.

This course addresses Standard 4.1-4.4: Learning and Instruction, and Standard 7.1-7.4: Building Professional Capacity of the NELP Standards

646 School Law & Ethical Principles (3)

Engage in the study of district/school policies, procedures and practices from a legal viewpoint. Politics, the relationship of a school district's organization to other units of government, functions of state and local boards of education, and the appellate functions of the state and federal court systems are addressed. 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. Examine ethical principles using the Mississippi Professional Code of Ethics and typical ethical dilemmas that educational leaders face, while determining how to resolve those situations. 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 applicable in individual leadership.

This course addresses Standard 2.2 - 2.3: Ethics and Professional Norms, Standard 3.1 - 3.3: Equity, Inclusiveness, and Cultural Responsiveness and Standard 6.3: Operations and Management of the NELP Standards

650 Leadership & Management for Effective & Efficient Schools (3)

Examine current issues that affect school leadership and management as a building administrator, as well as issues of district-level leadership and administration. Examine 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 1.1-1.2: Mission, Vision, and Improvement of the NELP Standards

655 Equity & Cultural Leadership (3)

Encounter concepts and techniques of leadership for student learning and the demanding role administrators face in a society with increasingly diverse student populations. Cultivate sensitivity and understanding in becoming a culturally responsive educational leader who acts and thinks in ways that take full advantage of learning opportunities for diverse populations, as well as all students. 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 3.1-3.3: Equity and Cultural Responsiveness of the NELP Standards

657 Assessment for Continuous School Improvement (3)

Learn to evaluate teacher instruction and to monitor the classroom academic climate in order to inform decisions made in an effort to improve student learning. 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. Develop an assessment system which could be implemented in a school building and that is aligned with national and state educational objectives. Evaluate "hard assessment data" in order to develop school improvement plans.

This course addresses Standard 1.2 Mission, Vision, and Improvement Standard 6.1 & 6.2: Operations and Management of the NELP Standards

667 Operations & Fiscal Management (3)

Examine principles of leadership for developing schools as teaching and learning communities that implement a collaborative and efficient working framework for all teachers/employees in the school building. Topics include public school finance and facilities, the current economic environment and its impact on schools, state/local/federal taxation, school district indebtedness, statutory school budget and fiscal controls, cost-quality instruments, and the role of the school leader in fiscal structure and decision making. Apply developing knowledge of the budget process in creating a fiscally responsive budget for school site. ***This course addresses Standard 6.1 & 6.3: Operations and Management of the NELP Standards***

669 Human Resource Leadership (3)

Explore policy, guidelines, procedures and ethics of administrative decisions; management and leadership of human resources and personnel practices and problems in current school situations. Review the roles of policy-making bodies, the public, professionals, paraprofessionals and general staff in recruitment, selection, retention and evaluation of staff. Develop an understanding of the principles and issues for properly managing human resources within the school environment.

This course addresses Standard 3.3: Equity, Inclusiveness, and Cultural Responsiveness and Standard 7.1-7.4: Building Professional Capacity of the NELP Standards

675 Literacy Leadership (3)

NOTE: This course is taken after EDU 677 so that the Action Plan written in EDU 677 can be implemented.

Gain understanding of strategies for assessment of reading and writing literacy practices that teacher use so decision making skill is strengthened when determining materials, instructional practices and assessments to encourage teachers to utilize for enhancing student learning. Learn how to examine available assessment data for use in the decision-making process and to develop professional learning opportunities for teachers so instructional strategies reflect current research and best practices.

This course addresses Standards 1-7 of the NELP Standards as integrated and synthesized during the course of a candidate's plan of study.

677 Principal Internship I: Role of the Principal (3)

This is a clinical internship course designed to provide the candidate with educational administration “real time” work experience in an educational school building setting. 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 about strengths and weaknesses recognized in each activity undertaken. The 320+ accumulated clinical Internship clock hours are aligned in a portfolio with the corresponding NELP standards and candidates defend their internship experience in a written format. NOTE: 320 internship clock hours must be accumulated prior to enrollment in this course.

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: Internship Defense (3)

Candidates synthesize all artifacts, reflection papers, and internship time logs required in each of the professional core content courses within an oral defense using PowerPoint and/or other documents. Intern candidates present their Internship experiences and summations to the EPP School of Education Review Committee, defending experiences as related to the National Educational Leadership Preparation Standards for Building Level Leaders Standards (NELP), as well as the Mississippi Administrator Growth Rubric. Candidates are required to take The School Leaders License Assessment Exam (SLLA) before completing Internship II. If licensure is desired, the candidate must pass the SLLA, as per MDE requirements.

This course addresses all 8 Standards of the NELP Standards as applicable in a real world and real time school environment.

686 Principal Internship III: Extension (3)

This course serves as a supplementary/extension course for those candidates who have not accumulated the 320 required hours for the Internship experience in time to enroll in EDU677. Candidates will continue to acquire internship clock hours that meet the NELP standards.

EDUCATION SPECIALIST - SCHOOL Leadership Administration Courses (Ed.S./SLA: Administrator Licensure)

744 School & Community Relations (3)

Gain an understanding of the political, social, and economic factors that affect a school's relationship with various community agencies and constituencies, while developing professional administrative sensitivity to the various communities involved. Develop skill in group dynamics and communications by working with faculty, staff, community leaders, and school families to build a sense of school community. Become aware of the need to give attention to issues of social justice, fairness, equity, and student achievement. 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 3.1-3.3: Equity, Inclusiveness & Cultural Responsiveness and Standard 5.1-5.3: Community and External Leadership of the NELP Standards

745 Enhancing Curriculum & Instructional Capacity (3)

Explore general guidelines, issues, and other foundations for curriculum development and evaluation at elementary, middle, and secondary school levels. Transition from thinking of curriculum for a particular subject within a classroom setting to thinking of the philosophical frameworks that help shape curriculum and instructional approaches appropriate for improving student performance. Develop an understanding of present state and school curriculum and learn how to effectively restructure and implement curriculum to create professional learning opportunities that improve teaching and learning. Issues of national and state student testing will be addressed.

This course addresses Standard 4.1-4.4: Learning and Instruction and Standard 7.1-7.4: Building Professional Capacity of the NELP Standards

746 School Law & Ethical Principles (3)

Engage in the study of district/school policies, procedures and practices from a legal viewpoint. Politics, the relationship of a school district's organization to other units of government, functions of state and local boards of education, and the appellate functions of the state and federal court systems are addressed. 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. Examine ethical principles using the Mississippi Professional Code of Ethics and typical ethical dilemmas that educational leaders face, while determining how to resolve those situations. 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 applicable in individual leadership.

This course addresses Standard 2.2 - 2.3: Ethics and Professional Norms, Standard 3.1 - 3.3: Equity, Inclusiveness, and Cultural Responsiveness, and Standard 6.3: Operations and Management of the NELP Standards

750 Leadership & Management for Effective & Efficient Schools (3)

Examine current issues that affect school leadership and management as a building administrator, as well as issues of district-level leadership and administration. Examine 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 1.1-1.2: Mission, Vision, and Improvement of the NELP Standards

755 Equity & Cultural Leadership (3)

Encounter concepts and techniques of leadership for student learning and the demanding role administrators face in a society with increasingly diverse student populations. Cultivate sensitivity and understanding in becoming a culturally responsive educational leader who acts and thinks in ways that take full advantage of learning opportunities for diverse populations, as well as all students. 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 3.1-3.3: Equity, Inclusiveness, and Cultural Responsiveness of the NELP Standards

- 757 **Assessment for Continuous School Improvement (3)**
 Learn to evaluate teacher instruction and to monitor the classroom academic climate in order to inform decisions made in an effort to improve student learning. 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. Develop an assessment system which could be implemented in a school building and that is aligned with national and state educational objectives. Evaluate “hard assessment data” in order to develop school improvement plans.
This course addresses Standard 1.2 Mission, Vision, and Improvement Standard 6.1 & 6.2: Operations and Management of the NELP Standards
- 767 **Operations & Fiscal Management (3)**
 Examine principles of leadership for developing schools as teaching and learning communities that implement a collaborative and efficient working framework for all teachers/employees in the school building. Topics include public school finance and facilities, the current economic environment and its impact on schools, state/local/federal taxation, school district indebtedness, statutory school budget and fiscal controls, cost-quality instruments, and the role of the school leader in fiscal structure and decision making. Apply developing knowledge of the budget process in creating a fiscally responsive budget for school site. ***This course addresses Standard 6.1 & 6.3: Operations and Management of the NELP Standards***
- 769 **Human Resource Leadership (3)**
 Explore policy, guidelines, procedures and ethics of administrative decisions; management and leadership of human resources and personnel practices and problems in current school situations. Review the roles of policy-making bodies, the public, professionals, paraprofessionals and general staff in recruitment, selection, retention and evaluation of staff. Develop an understanding of the principles and issues for properly managing human resources within the school environment.
This course addresses Standard 3.3: Equity, Inclusiveness, and Cultural Responsiveness and Standard 7.1-7.4: Building Professional Capacity of the NELP Standards
- 775 **Literacy Leadership (3)**
 NOTE: This course is taken after EDU777 so that the Action Plan written in EDU677 can be implemented
 Gain understanding of strategies for assessment of reading and writing literacy practices that teacher use so decision making skill is strengthened when determining materials, instructional practices and assessments to encourage teachers to utilize for enhancing student learning. Learn how to examine available assessment data for use in the decision-making process and to develop professional learning opportunities for teachers so instructional strategies reflect current research and best practices.
This course addresses Standards 1-7 of the NELP Standards as integrated and synthesized during the course of a candidate’s plan of study.
- 777 **Principal Internship I: Role of the Principal (3)**
 This is a clinical internship course designed to provide the candidate with educational administration “real time” work experience in an educational school building setting. 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 about strengths and weaknesses recognized in each activity undertaken. The 320+ accumulated clinical Internship clock hours are aligned in a portfolio with the corresponding NELP standards and candidates defend their internship experience in a written format. NOTE: 320 internship clock hours must be accumulated prior to enrollment in this course.
This course addresses all 8 Standards of the NELP Standards as applicable in a real world and real time school environment.
- 778 **Principal Internship II: Internship Defense (3)**
 Candidates synthesize all artifacts, reflection papers, and internship time logs required in each of the professional core content courses within an oral defense using PowerPoint and/or other documents. Intern candidates present their Internship experiences and summations to the EPP School of Education Review Committee, defending experiences as related to the National Educational Leadership Preparation Standards for Building Level Leaders Standards (NELP), as well as the Mississippi Administrator Growth Rubric. Candidates are required to take The School Leaders License Assessment Exam (SLLA) before completing Internship II. If licensure is desired, the

candidate must pass the SLLA, as per MDE requirements. Candidates seeking direct admission into the Ed.D. program will submit the Ed.D. applicant research-based essay while enrolled in EDU 778.

This course addresses all 8 Standards of the NELP Standards as applicable in a real world and real time school environment.

786 Principal Internship III: Extension (3)

This course serves as a supplementary/extension course for those candidates who have not accumulated the 320 required hours for the Internship experience in time to enroll in EDU677. Candidates will continue to acquire internship clock hours that meet the NELP standards.

EDUCATION SPECIALIST - SCHOOL Leadership ADMINISTRATION Courses (Ed.S./SLA: Non-Licensure)

751 Historical & Philosophical Perspectives on Educational Practices (3)

Review the history, philosophy, and theoretical perspectives on learning and teaching, including classical education, behaviorism, constructivism, and other theories and perspectives. Examine and identify the strengths and limitations of these perspectives in relation to understanding issues within today's education environment. Explore the historical complexity of American education, as well as consider various historical issues and the ways these events have determined current educational policy and practice. Critically analyze major schools of thought and their connection to social developments, as well as their history and impact. Candidates 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 Transformational Leadership (3)

The candidate will define and understand his individual strengths and areas for improving his leadership and people skills, as well as develop and enhance leadership influence. Transformational leaders are those who are effective at working with people to impact the social or the work environment and effect positive change. The course has been developed around Kouzes and Posner's noted and highly respected leadership inventory and book *The Leadership Challenge*.

This course addresses PSEL Standard 3: Equity and Cultural Responsiveness, Standard 4: Curriculum, Instruction, and Assessment, and Standard 5: Community of Care and Support for students.

768 Leadership in the Educational Organization (3)

Understand the critical leadership competencies, skills, and characteristics required in providing vision and advancing an organization (the school). Consider leadership theories taken from the business world and other contemporary management and leadership theories/concepts that have emerged over the past several decades. Candidates reflect on their own leadership qualities and skills and consider areas for their own improved personality, professional, leadership, and people skills. Themes of focus include leadership in instruction, curriculum, ethics/moral development, democratic leadership, facilitative strategies, and constructivism, as supported by Christian worldview perspectives.

This course addresses PSEL Standards: Standard 1 – Mission, Vision, and Core Values, and Standard 10 – School Improvement

770 Advanced School Leadership & Public Relations (3)

Attend 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. Candidates develop 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 & Ethics (3)

Review and survey current legal and ethical issues relating to practical problems faced by school administrators. Candidates expand 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. 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 Organization Analysis (3)

Study models for analyzing organizational structures and 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 include: strategic triangle model, SWOT model, Baldrige model, accreditation models, cognitive models, and others. Case studies will be reviewed.

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)

Consider options and tools at the disposal of an administrator for resolving daily disputes. The overarching premise is that conflict is part of everyday life, especially in school environments. Learn positive conflict management practices, including active listening and communication skills, negotiation skills, mediation, arbitration, victim and offender mediation, and nonviolent direct action. Consider case studies to help develop personal conflict management skills. Explore situations in which school leaders are caught in the middle between a variety of stakeholders (teachers, parents, students, community, and district). Candidates will have opportunities for self-reflection, self-evaluation and studies of emotional intelligence to consider the role their own EQ plays in 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 & the Future in Elementary/Secondary Education (3)

Examine 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. Investigate and evaluate significant current issues in education as they are presented in research and realized in practice. Discuss questions related to 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*

776 Politics of Educational Change (3)

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*

779 Contemporary & Global Considerations in Education (3)

Compare and evaluate elementary/secondary schooling practices and educational theories in the global context of other countries/nations. Understand key ideas central to ongoing research in teaching and learning in an international perspective, with consideration of how cultural, social and organizational contexts influence learning. 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 if they are universal and inclusive of a spectrum of cultures. Candidates consider their own biases, personal 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*

785 Comprehensive Synthesis of Educational Leadership (3)

Prerequisite – 30 hours from an accredited Ed.S. program in Educational Leadership.

This course is to be taken as a comprehensive capstone paper for those candidates enrolled in the Belhaven Ed.S., non-licensure education leadership degree program. The course is also intended to be taken by Ed.D. Doctoral candidates who already hold an Ed.S. degree (30 credit hours) from another approved and recognized institution other than Belhaven University and who have been officially admitted to the Belhaven University Doctor of Education in Educational Leadership degree program. This course serves as a “gate-keeping” course for the purpose of evaluating and determining the eligibility and ability of candidates to be successful in completing a doctoral level dissertation. This course is also to be taken by Ed.D. Doctoral candidates who completed their Ed.S. licensure degree from Belhaven University, and need to strengthen their writing skills based upon the Graduate Committee’s recommendation. However, candidates in EDU 778 who score in the acceptable range upon completion of the optional research-based essay of intent desiring to pursue the Ed.D. will not be required to take EDU 785.

Doctor of Education - Educational Leadership Courses (Ed.D.)

700 Ed.D. Orientation Seminar (1) – Taken on Belhaven campus to meet residency requirement

Serves as an introduction to doctoral level research and the chapter writing process and procedures of the dissertation. Orients candidates to the doctoral dissertation phase of the program via interaction with professors who have taught in the program, as well as those serving as their dissertation chair and other committee members. Defines the expectations for academic research, practice-oriented doctoral level skills, and an explanation of the five chapters of the dissertation. **The first of three required Pre-Dissertation (Phase II) block of courses, EDU 700, 701, &702 - Transition Phase II.*

701 Advanced Christian Worldview (3) – Begins on Belhaven Campus to meet residency requirements

Challenges 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 defend their thoughts and positions by applying scripture references and biblical principles. **The second course in the Pre-Dissertation block of courses (EDU 700, 701, &702 – Transition Phase II). Instruction is on ground during residency then students complete online course assignments.*

702 Enhanced Writing for Scholarship (2) – Taken on Belhaven campus to meet residency requirements

Evaluate personal skills and strategies in academic literacy, including critical reading and scholarly writing. Receive enhanced direction and advice for improving understanding and writing to APA format. Improve research writing skills, practice paraphrasing, and evaluate plagiarism, while practicing scholarly writing via submission of reviews of research literature from publications, journals, and published dissertations. **The third course in the Pre-Dissertation block of courses (EDU 700, 701, &702 – Transition Phase II). Instruction is on ground during residency then students complete online course assignments.*

705 Research Design & Methods (3)

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. Learn to identify to research design paradigms: 1) quantitative research and methods, 2) qualitative research and methods, and 3) mixed design in research and methods. Gain an understanding of the assumption 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)

Study basic concepts of statistical research. Analyze advanced statistical procedures used in empirical research in educational settings. Gain an understanding of how to describe and summarize statistical information in text, charts, figures, and tables using statistical methods and techniques. Review survey tools and statistical software for institutional research. Develop skills related to data gathering and effective reporting with use of the latest application and support technologies, so candidates are informed relative to preparation for their own research.

712 Advanced Quantitative Statistical Design (3) (Prerequisites: EDU 705 and 710)

Provides the opportunity to develop core knowledge and skills for designing quantitative research at the doctoral level, including understanding data analysis and applying statistical concepts. Consider and study descriptive statistics, inferential statistics, and non-parametric tests traditionally utilized in social and behavioral research. Gain an understanding of the process and rationale for social and educational research in applied settings. Increase personal expertise in designing and conducting research and analyzing quantitative data. Explore use of quantitative statistical software, such as SPSS, to interpret findings and present results. Consider the importance of quality assurance, as well as ethical implications of conducting quantitative research and producing knowledge.

716 Advanced Qualitative Research Methods (3) (Prerequisite: EDU 705 and 710)

Study of qualitative research methodologies including ethnography, case study, phenomenology, critical theory, descriptive research, historical research, and others. 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. Gain the knowledge of analyzing data (thick data) gathered from a qualitative research method by applying qualitative research analysis such as memo writing, coding, finding themes etc. Understand validity and reliability as applied to qualitative research. Consider the nature of qualitative inquiry; the importance of quality assurance; and the ethical, legal, and social change implications of conducting qualitative research.

718 Mixed Methods Research Design (3) (Prerequisite: EDU 705 and 710)

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. Candidates will also study how to evaluate the use of a mixed design and a mixed methodology in their research.

780 Dissertation Seminar (3) - 16 weeks- one semester; 3 Day Residency Required on Campus (Prerequisites EDU 700, EDU 701, EDU 702, EDU 705, EDU 710 and EDU 712 or EDU 716)

Engage in planning and preparation for the dissertation phase of the doctoral program. Formulate research questions and a proposal, in preparation to manage a review of literature as well as design and conduct the research. Work directly with your dissertation chair and committee to refine the research question/problem, and discuss the literature and methodology planned for use. Gain valuable insights and information on organizing an Institutional Review Board (IRB) application. Discuss a timeline for research and writing, as well as suggestions for surviving the compilation of the dissertation. Receive support online in writing the draft copy of the prospectus. ***The Second Residency (R2) is taken after completion of professional content core courses and the first residency, as well as courses in statistics, research, and design.*

781 Ed.D. Dissertation Block 1 (3) - 16 weeks- one semester Prerequisite EDU 780

Proposal Phase. Write *Chapter 1: Introduction/Statement of Problem* and address the following: a statement of 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. Conduct a highly-focused review of the literature for *Chapter 2: Review of Literature*, which will inform the question and problem. Provide sections within Chapter 2 to include but not be limited to the history behind the problem/question, importance of the problem/question, and rationale and support for research in the area of the problem/question.

- 782 Ed.D. Dissertation Block 2 (3) - 16 weeks- one semester** Prerequisite EDU 781
Method Phase. Write *Chapter 3* of the Dissertation to include, but not be limited to: 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). *This is done after Chapters one and two of the Dissertation are completed and approved by the Dissertation Chair.*
- 783 Ed.D. Dissertation Block 3 (3)- 16 weeks- one semester** Prerequisite EDU 782
Research/Results & Oral Defense Phase. Compose *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 (methodology), 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 on the hypotheses and research question, also providing suggestions for future research and study regarding the problem/question addressed in the original proposal. The candidate will address how the study has added to the body of knowledge. Present an **oral defense** of the dissertation on the main Jackson campus, which is a **Residency requirement**. **This is begun done after Chapter three of the Dissertation is completed and approved by the Dissertation Chair. The oral defense is done after the Dissertation Chair has approved all chapters within the dissertation.*
- 784 Ed.D. Supplementary Dissertation Hours (3) - 16 weeks- one semester** Prerequisite EDU 783
 Doctoral candidates who need additional time to complete their dissertation study, have not achieved final dissertation manuscript approval, and/or have not passed the oral defense by the end of the semester of enrollment in EDU 783, will enroll in this course as continuous enrollment must be maintained. Candidates will be allowed to enroll in EDU 784 a maximum of two consecutive semesters. Thereafter, special consultation with the candidate’s dissertation committee and the Graduate School of Education Chair will be required to determine if the candidate will be allowed to continue in the Ed.D. program.
- 785 Comprehensive Synthesis of Educational Leadership (3)**
 Prerequisite – 30 hours from an accredited Ed.S. program in Educational Leadership.
 This course is to be taken as a comprehensive capstone paper for those candidates enrolled in the Belhaven Ed.S., non-licensure education leadership degree program. The course is also intended to be taken by Ed.D. Doctoral candidates who already hold an Ed.S. degree (30 credit hours) from another approved and recognized institution other than Belhaven University and who have been officially admitted to the Belhaven University Doctor of Education in Educational Leadership degree program, it serves as a *leveling course* for those coming into Belhaven already holding an earned Ed.S. degree. The course serves as a “gate-keeping” course for the purpose of evaluating and determining the eligibility and ability of candidates to be successful in completing a doctoral level dissertation. This course is also to be taken by Ed.D. Doctoral candidates who completed their Ed.S. licensure degree from Belhaven University, and need to strengthen their writing skills based upon the Graduate Committee’s recommendation. However, candidates in EDU 778 who score in the acceptable range upon completion of the optional research-based essay of intent desiring to pursue the Ed.D. will not be required to take EDU 785.

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.

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 Applied Psychology with Christian Ministries Concentration

124 hours to include all General Education coursework as well as PSY203, 243, 304, 312, 331, 332, 340, 352, 353, 355, 420, 461, WVC 401, electives and 6 hours from the following: PSY 342, 343, 362 and 442. The concentration in Christian Ministries includes 12 hours from the following courses: BIB-302, BIB-303, BIB-310, BIB-311, BIB-341, BIB-350, BIB-360, and BIB-408

Program length: 48 months

Program Cost of Tuition (minus other fees): \$44,020

Bachelor of Arts in Applied Psychology with Criminal Justice Concentration

Adding a criminal justice concentration to Belhaven's Bachelor of Arts in Applied Psychology is ideal for adults who want to focus on leadership within the judicial and correctional system. As part of Belhaven's online format, 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.

Program length: 48 months

Program Cost of Tuition (minus other fees): \$44,020

Bachelor of Arts in Applied Psychology with Human Services Concentration

B.A. in Applied Psychology with Human Services Concentration: 124 hours to include all General Education coursework as well as PSY203, 243, 304, 312, 331, 332, 340, 352, 353, 355, 420, 461, WVC 401, electives and 6 hours from the following: PSY 342, 343, 362 and 442. The concentration in Human Services includes: SOC 201, 202, 220, and 310.

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 Biblical Studies with Human Services Concentration

B.A. in Biblical Studies with Human Services Concentration: 124 hours to include all General Education coursework as well as PSY203, 243, 304, 312, 331, 332, 340, 352, 353, 355, 420, 461, WVC 401, electives and 6 hours from the following: PSY 342, 343, 362 and 442. The concentration in Human Services includes: SOC 201, 202, 220, and 310.

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 Human 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 Human 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.

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 Business Administration with Information Technology Concentration

Students completing this concentration will have a more complete understanding of technological solutions for business enterprises, be able to conduct gap analysis in the technology space of their business, and knowledgeably acquire hardware, software, and personnel as needed. Students will also gain an understanding of the inherent risks and threats introduced by technology in the workplace and be able to design processes to address them.

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 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

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

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

MBA Concentrations

Students have the option of adding a concentration (Finance, Health Administration, Human Resources, Leadership, Public Administration 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 Finance concentration – 42 hours to include MSL 601, MBA 612, 613, 624, 640, 643, 646, 658, 664, 680, 687 and MBA 671, 672 & 673

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 Public Administration concentration – 42 hours to include MSL 601, MBA 612, 613, 624, 640, 643, 646, 658, 664, 680, 687 and choose 9 hours from MPA 607, 609, 610, 611, and 612.

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.

Master of Business Administration with Finance

The Master of Business Administration with Finance Concentration is designed for students who would like an MBA but are also interested in the field of Finance. Finance teaches the techniques that managers use to make and evaluate all types of organizational decisions. In addition to careers in corporate finance, investments, and banking, this concentration allows students to prepare for a wide range of organizational activities. The Finance student is also able to prepare for a specialized job in the rapidly growing financial services industry: Insurance, Real Estate, Brokerage, Financial Planning, and Portfolio Management.

Program length: 24 months

Program Cost of Tuition (minus other fees): \$22,050

Master of Business Administration with Health Administration

The Master of Business Administration with Health Administration concentration is designed for students who would like an MBA but are interested in the field of Health Administration. The program allows students to examine, through the guidance of experienced faculty, the field of Health Administration. The courses provide a focused study of issues within the complex world of healthcare. Students who desire to pursue a MBA may already know the field they intend to work in, and will benefit from the opportunity to add a concentration to the core MBA. Note, these concentrations are only available online.

Program length: 24 months

Program Cost of Tuition (minus other fees): \$22,050

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): \$22,050

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 Business Administration with Public Administration

The core courses in an MBA with a Public Administration concentration focus on the skills needed in the corporate world – finance, economics, marketing, and accounting. Students also immerse themselves in topics such as business research and operations management. The public administration component of the degree usually involves broad-brush topics such as government budgeting, ethics, public law, and public policy.

Program length: 24 months

Program Cost of Tuition (minus other fees): \$22,050

Master of Business Administration with Sports Administration

The Master of Business Administration with Sports Administration concentration is designed for students who would like an MBA but are interested in the field of Sports Administration. Experienced and knowledgeable faculty will assist students throughout the Sports Administration courses. The courses provide a focused study of issues and topics related to the management of sports programs. Students who desire to pursue a MBA may already know the field they intend to work in, and will benefit from the opportunity to add a concentration to the core MBA. Note, these concentrations are only available online.

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

Master of Science in Leadership with Public Administration

The core courses in an MSL with a Public Administration concentration focus on the leadership skills needed in the public sector – coaching, conflict management, team building, and Human resource management. Students also immerse themselves in topics such as leadership development and managing organizational change.

The public administration component of the degree usually involves broad-brush topics such as government budgeting, ethics, public law, and public policy.

Program length: 24 months

Program Cost of Tuition (minus other fees): \$22,050

ADULT, ONLINE, GRADUATE PROGRAM CALENDAR 2020 - 2021:

FALL 2020

	Courses Begin	Courses End	Application Deadline	Registration Deadline	Last Day to Add	Last Day to Drop without a W Grade	Last Day to Withdraw
Term 1	08/24/20	10/10/20	08/07/20	08/14/20	08/28/20	08/29/20	09/27/20
Term 2	09/21/20	11/07/20	09/04/20	09/11/20	09/25/20	09/26/20	10/25/20
Term 3	10/12/20	12/05/20	09/25/20	10/02/20	10/16/20	10/17/20	11/15/20

SPRING 2021

	Courses Begin	Courses End	Application Deadline	Registration Deadline	Last Day to Add	Last Day to Drop without a W Grade	Last Day to Withdraw
Term 1	01/11/21	02/27/21	12/14/20	01/04/21	01/15/21	01/16/21	02/14/21
Term 2	02/08/21	03/11/21	01/22/21	01/29/21	02/12/21	02/13/21	03/14/21
Term 3	03/08/21	04/24/21	02/19/21	02/26/21	03/12/21	03/13/21	04/11/21

SUMMER 2021

	Courses Begin	Courses End	Application Deadline	Registration Deadline	Last Day to Add	Last Day to Drop without a W Grade	Last Day to Withdraw
Term 1	05/03/21	06/19/21	04/16/21	04/23/21	05/07/21	05/08/21	06/06/21
Term 2	05/31/21	07/17/21	05/14/21	05/21/21	06/04/21	06/05/21	07/04/21
Term 3	06/21/21	08/07/21	06/04/21	06/11/21	06/25/21	06/26/21	07/25/21

Degree Completion / Commencement Ceremonies				
TERM	Graduation Applications Due All Campuses	Jackson Ceremony	Desoto Ceremony	Chattanooga Ceremony
Spring, Summer, Fall 2020	08/31/19 Spring 01/31/20 Summer 05/31/20 Fall	12/12/20 – Tentative*	12/10/20 – Tentative*	12/11/20 – Tentative*
Spring 2021	08/31/20	05/08/21	05/07/21 Tentative	N/A
Summer 2021	01/31/21	N/A	N/A	N/A
Fall 2021	05/31/21	TBA	N/A	TBA

*We are closely monitoring the COVID-19 conditions and will make a final decision on commencement as soon as possible.

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 last institution 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.

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
- 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 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.

Certificate in Accounting Admission Requirements

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 in Mississippi 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 Accountancy Studies.

APPLYING FOR GRADUATE ADMISSION**Transfer Credit**

Up to six hours of transfer credit can be awarded at the discretion of the department chair.

Master of Business Administration**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.

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. A 2.8 cumulative GPA from undergraduate work is required for admission or 9 hours of graduate work with a B 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.
- 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.

Doctor of Business Administration

- Hold a Master of Business Administration or a graduate degree with fundamental courses in accounting, finance, and statistics from a regionally-accredited college or university with a 3.0 cumulative GPA .
- Submit two recommendations.
- Submit a resume.
- Submit a professional goal statement to include:
 - Explanation of how your professional experience and academic background make you an ideal candidate for doctoral study;
 - Description of your specific area of interest. Explain how conducting research in this area will help you fulfill your career objectives; and
 - Description of your future career goals upon completion of this program.
- International applicants from non-English speaking countries must also submit scores on the Test of English as a Foreign Language (TOEFL) of 79 iBT, the International English Language Testing System (IELTS) of 6, or the Canadian Academic English Language Assessment (CAEL) of 70. Scores must be no more than two years old and must be verifiable.

Certificate in Christian Ministry Leadership Admission Requirements**Certificate-seeking Application Process**

- 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.
- Cumulative grade point average (GPA) of 2.5 from the Bachelor's degree granting institution or 3.0 GPA from the Master's.

Certificate in Finance Admission Requirements**Certificate-seeking Application Process**

- 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.
- Cumulative grade point average (GPA) of 2.8 from the Bachelor's degree granting institution or 3.0 GPA from the Master's.

Certificate in Health Administration Admission Requirements**Certificate-seeking Application Process**

- 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.
- Cumulative grade point average (GPA) of 2.8 from the Bachelor's degree granting institution or 3.0 GPA from the Master's.

Certificate in Human Resources Admission Requirements

Certificate-seeking Application Process

- 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.
- Cumulative grade point average (GPA) of 2.5 from the Bachelor's degree granting institution or 3.0 GPA from the Master's.

Certificate in Leadership Admission Requirements

Certificate-seeking Application Process

- 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.
- Cumulative grade point average (GPA) of 2.5 from the Bachelor's degree granting institution or 3.0 GPA from the Master's.

Certificate in Public Administration Admission Requirements

Certificate-seeking Application Process

- 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.
- Cumulative grade point average (GPA) of 2.5 from the Bachelor's degree granting institution or 3.0 GPA from the Master's.

Certificate in Sports Administration Admission Requirements

Certificate-seeking Application Process

- 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.
- Cumulative grade point average (GPA) of 2.5 from the Bachelor's degree granting institution or 3.0 GPA from the Master's.

Master of Arts in Biblical and Theological Studies Requirements

Regular Admission

- Submit completed application of admission with fee of \$99
- Hold a bachelor's degree from a regionally-accredited college or university with a 2.5 cumulative GPA or have earned 9 hours of graduate credit with a B in each course.
- Applicants who do not meet the regular admission requirements, but show the potential for success in the Master of Arts in Biblical and Theological Studies program, may be admitted on a conditional basis. The student should submit an essay and 2 letters of recommendation for review by the program committee. Students admitted on a conditional basis to the Master of Arts in Biblical and Theological Studies program must earn a 3.00 grade point average in the first six semester hours of graduate work to continue in the program.

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.

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.

Master of Science in Information Technology Management

- Submit completed application of admission with fee of \$25.
- Hold a bachelor's degree from a regionally-accredited college or university with a 2.8 cumulative GPA or have earned 9 hours of graduate credit with a B in each course.
- Submit a resume.
- Submit an essay to include a description of your future career goals upon completion of this program.
- Applicants who do not meet the regular admission requirements, but show the potential for success in the Master of Science in Information Technology Management program, may be admitted on a conditional basis. The student should submit 2 letters of recommendation for review by the program committee. Students admitted on a conditional basis to the Master of Science in Information Technology Management program must earn a 3.00 grade point average in the first six semester hours of graduate work to continue in the Master of Science in Information Technology Management program.
- International applicants from non-English speaking countries must also submit scores on the Test of English as a Foreign Language (TOEFL) of 79 iBT, the International English Language Testing System (IELTS) of 6, or the Canadian Academic English Language Assessment (CAEL) of 70. Scores must be no more than two years old and must be verifiable.

Master of Science in Leadership

Ministry Concentration/ Human Resources Concentration

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.

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.

GRADUATE SCHOOL OF EDUCATION ADMISSION REQUIREMENTS

Degree-Seeking Application Process

Prospective Candidates are encouraged to review the application requirements identified with the individual degree program for which they desire to make application. Application requirements may vary within the School of Education Graduate degree programs due to licensure or non-licensure requirements.

Application for the Master of Arts in Teaching (MAT) – Alternate Route to Licensure

Mississippi Alternate Route to Teacher Certification – (MAT-ALT/CERT)

5. Submit completed application for admission with fee.
6. Applicants must have earned a Bachelor of Science or Bachelor of Arts Degree from a regionally accredited College or University.
7. Applicants must have a cumulative grade point average (GPA) of 3.0 or a 3.0 GPA or higher on the last 60 credits earned toward a bachelor/master degree; have a score on the ACT of 21 or higher; have passing scores on the Praxis Core Test.
8. Applicants must submit qualifying Praxis Core Academic Skills for Educators (CORE) test scores OR qualifying ACT/SAT scores PLUS a qualifying Praxis II score in the candidate's desired teaching area **prior to admission to the MAT–Alternate Route to Teacher Certification program.**

Test Requirements Prior to Program Admission and Required for Initial Licensure

1. Submit ***Praxis Core Academic Skills for Educators Test (CORE) or ACT or SAT*** scores (passing and cut scores are based on Mississippi State Department of Education's current requirements).
 - Praxis CORE scores: Reading (156), Writing (162), Math (150)
 - ACT scores: Composite score of 21
 - Qualifying SAT scores
2. Submit Praxis II Specialty Area Test score (score in content area must meet Mississippi licensure requirements).
3. Submit transcript showing satisfactory completion of EDU 501 – Measurement and Evaluation Strategies and EDU 506-Classroom Management and Organization

Foundations of Reading Test

- All candidates seeking teaching licensure for Elementary Education grades 4-6 must take and pass the Foundations of Reading Test (minimum passing score = 229) prior to admittance to the MAT program.

Application for the Master of Arts in Teaching (MAT) – Non- Licensure

Applicants are expected to meet the same requirements as those seeking a MAT degree with licensure with the EXCEPTION of the test scores. A degree can be earned without meeting the testing requirements. This does **NOT** meet Mississippi Department of Education guidelines for licensure. Candidates can change to the licensure program when test requirements are met. Test requirements include: qualifying Praxis Core Academic Skills for Educators (CORE) test scores

OR qualifying ACT/SAT scores PLUS a qualifying Praxis II score in the candidate's desired teaching area **prior to admission** to the *MAT – Alternate Route to Teacher Certification program*.

Should candidates in the *MAT – Non-License* program take and pass the required MDE tests for admissions into the *MAT-Alternate Route* degree program and at the time qualifying tests scores are received by the School of Education candidates may request a degree plan change to the *MAT-Alt/Cert* degree if they desire to attain a MS Alternate Route Teacher License.

Application for the Master of Education (M.ED.)

- **Master of Education Curriculum and Instruction (M.ED./C&I)**
 - **Master of Education Curriculum and Instruction with Area of Emphasis in Education Technology (M.ED./C&I/Ed. Tech)**
 - **Master of Education Curriculum and Instruction: Support for National Board Certification (M.Ed./C&I/NBCT)**
 - **Master of Education in Reading Literacy (M.ED./RL)**
 - **Master of Education School Leadership and Supervision (M.ED./ADM.)**
2. Submit completed application for admission with fee.
 2. Have a **current** 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.
 3. Have a minimum of one (1) full academic year of teaching experience in a public or private school. **NOTE: Master of Education in School Leadership and Supervision candidates are required to provide proof of at least three (3) years of teaching experience prior to admissions to the program, as a requirement of the Mississippi Department of Education. (Form provided with application packet)**
 4. Meet grade point average (GPA) requirements:
 - a) Have a cumulative GPA of 2.75 OR a 2.75 GPA or higher on the last 60 credits earned toward a bachelor degree OR
 - b) Have a minimum cumulative GPA of 3.0 in 6 or more graduate courses previously attended OR documentation of 6 or more graduate credit hours taken in a regionally accepted graduate program. The graduate GPA supersedes the bachelor degree GPA.
 5. **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* (part of the Application Packet) from a supervising administrator of the individual's current school of employment indicating years of experience and potential as a Reading Literacy specialist.
 6. **IN ADDITION: Master of Education in School Leadership Administration (M.Ed./ADM)** applicants:
 - a) Must present **two letters of recommendation** from: 1) your current school administrator and 2) a superintendent, another former school administrator, a supervising teacher, and/or another professional licensed educator.
 - b) Must present a completed and signed copy of the ***Candidate Request Form for Intern Mentoring Supervisor***. (Form provided in Application Packet)
 - c) May be required to provide a letter of explanation/appeal OR attend an interview on location, phone, Skype, FaceTime or Zoom.
 - d) **Must be currently employed at the school building level** due to the requirement to attain internship hours for licensure.
 7. **IN ADDITION: Master of Education with Support for National Board Certification (M.Ed./NBCT)** applicants must:
 - a) Show *proof of filing and making payment* for the National Board application and *must have been determined eligible* to work toward their National Board Certification.
 - b) sign a *Memorandum of Understanding* which states they are fully aware that the degree does not guarantee that the candidate will pass the National Board Exam or be awarded National Board Teacher Certification.

Out of State Candidates

The Belhaven University Graduate School of Education does not guarantee that candidates will be eligible in any state other than Mississippi to qualify for an educator initial certification, certification upgrade, or salary increase. Candidates are responsible for contacting their State Department of Education and/or State Licensure Board to ascertain the requirements for obtaining a license/certification or endorsement in the state of their residence or the state in which they may desire to serve as

an educator. Candidates understand that they are responsible to verify whether or not the Belhaven University Educator Preparation Provider degrees in Education will be recognized by states other than Mississippi. Candidates will need to confirm in writing if the Belhaven School of Education degrees will qualify for initial educator licensure/certification or endorsements, certification upgrades, as well as confirm whether or not the degrees will lead to a salary increase in another state outside of Mississippi.

As part of their application, out of state candidates will sign an “Out-of-State Memorandum of Understanding” indicating that they are aware of the Belhaven University School of Education’s policies governing out of state educator licensures issues.

Time Frame for Earning School of Education Master Degrees

The time a candidate begins the first Graduate course in one of the Master degrees to the time the candidate completes the plan of study and graduates **cannot exceed five (5) years**. This includes the following degrees:
MAT-Alt/Cert, M.Ed. - Curriculum and Instruction - or - Curriculum and Instruction/Education Technology,
M.Ed. - Reading Literacy, or M.Ed./ADM – School Leadership and Supervision.

Application for: Education Specialist - Educational Leadership & Supervision (Ed.S.) Doctor of Education – Educational Leadership (Ed.D.)

NOTE: The Ed.S. & Ed.D. degrees have been developed for the Elementary/Secondary Education Practitioner. They have NOT been designed as an Ed.S. or Ed.D. degree for General Organizational Leadership or Interdisciplinary Leadership. *The Belhaven School of Education Ed.S. and Ed.D. degrees do not apply to those outside the field of Education.*

Applicants applying to the Ed.S./Ed.D. program are to be professional educators working in schools or employed in the field of Education and are able to verify having had three or more years of experience in teaching. Due to the required internship hours for licensure, those seeking Administrator Licensure who are not currently employed at the school level cannot apply to the Educational Leadership program. Also, candidates seeking the Ed.S. with licensure cannot begin the program without a signed agreement from a school building administrator who will be willing to serve as their Mentoring Supervisor during their Internship over the course of their plan of study.

Admission Requirements

Because candidates applying to the Ed.S. program may choose to continue and be admitted into the Ed.D. program, the following information and documents will be required for both Ed.S. Licensure and Ed.S. Non-Licensure as well as the Ed.D degree program.

Applicants

1. Must submit a completed Ed.S./Ed.D. Application.
2. Must hold a Master’s Degree in Education or related field, and/or hold a valid Ed.S. degree in the field of Education with a minimum 3.0 GPA and submit:
 - a) Official Bachelor’s Degree Transcript from a regionally accredited college or university
 - b) All Official Graduate-Level Academic Transcripts from regionally accredited colleges and/or universities.
3. Must submit Official GRE or Official Miller Analogies Test scores taken within the past five (5) years.
4. Must submit documentation of a minimum of three (3) years’ experience in a PK-12 education context - required for both the licensure and non-licensure programs. *(Form provided in Application Packet)*
5. Must submit three (3) Professional Letters of Recommendation. *(Forms provided in Application Packet)*
6. Must submit an essay identifying and describing a contemporary educational trend or issue and its associated challenges and impact on the field of education. In a 3-5 page essay, describe why the trend or issue is significant and worthy of research.

Applicants seeking an Ed.S. leading to Administrative Licensure are also to include:

7. A completed and signed copy of the *Candidate Request Form for Intern Mentoring Supervisor*. *(Form provided in Application Packet)*
8. A copy of their current *Teaching License*.

Due to the required internship hours for licensure, those seeking Administrator Licensure who are not currently employed at the school building level cannot apply to the Educational Leadership program.

A personal interview may be requested by the graduate faculty if there are questions regarding a candidate's responses in the application process or questions regarding the applicant's dispositions and/or character as reflected in reference letters or recommendations submitted during the application process. The interview is to allow the graduate faculty to determine if Belhaven's doctoral program is a best fit for the applicant. Interviews could be conducted as a personal on-campus interview, Skype/FaceTime/Zoom, or phone interview.

Ed.S. Applicants

Transfer applicants entering into the Ed.S. program from other regionally accredited graduate education programs may have the opportunity to transfer a maximum of 6 hours of an Ed.S. degree program, provided the courses are equivalent to the Belhaven School of Education program and provided the applicant meets all of the same requirements for regular admission. Only courses with a grade of B or better can be transferred. No pass/fail or satisfactory/unsatisfactory grades will be accepted. Also, any acceptable transfer courses must have been completed within 5 years of the time of the applicant's acceptance into the program.

Ed.D. Applicants with an Ed.S. Degree

An applicant with an earned Ed.S. degree from another accredited institution can have 30 credit hours from that Ed.S. degree applied to the Belhaven Ed.D. degree program, PHASES II-IV. Completed Ed.S. degrees can be accepted upon Committee review.

PLEASE NOTE: Candidates admitted and entering into the Ed.D. program at PHASE II with an Ed.S. degree will be required to take EDU 785 Educational Leadership Comprehensive Paper as part of their PHASE II: Pre-Dissertation Phase.

CONDITIONAL ADMISSION AND CONTINUANCE IN THE ED.D. PROGRAM

Belhaven University Graduate School of Education's grading, GPA, course failure, course retakes, and program continuance policies at the Doctoral level are governed differently from the other degree level programs in the University.

Once a candidate is enrolled in Phase II & Phase III of the Doctor of Education Ed.D. – Educational Leadership degree program the policies regarding retaking courses, letter grades, and the GPA is different than the governing policies at the Bachelor, Master, and Education Specialist degree levels.

All candidates admitted to the Doctoral program beginning at Ed.D. **Phase II: Introduction and Pre-Dissertation** level are admitted to the program with the stipulation:

Conditionally Admitted

Admitted Conditionally

Candidates admitted **Conditionally** will be reviewed by the Graduate Faculty Review Committee at the end of each seven (7) week term during **Phase II: Introduction and Pre-Dissertation Phase** and **Phase III: Research and Methods Phase** of the program to assess and determine the status of candidates for continuance in the program. Grades, GPA, level of academic writing, research skills, and the candidate's disposition will be the major criteria for the Committee to consider in their review. If a candidate does not meet the criteria for continuance in the Ed.D. program the candidate will be dismissed from the program.

Candidates admitted to the Ed.D. program at Phase II and Phase III are only allowed to have one letter grade of C, regardless of their GPA. Courses at the Phase II and Phase III level cannot be repeated. Once a candidate has received a letter grade of C the Committee will place the candidate on Probation. If the candidate should receive an additional letter grade of C, they will be automatically be dismissed from the program.

A letter grade of a D or an F will be grounds for automatic dismissal from the Doctoral program, regardless of the candidate's GPA. Courses in the Doctoral Ed.D. Phase II: Introduction and Pre-Dissertation Phase and and Phase III: Research and Methods Phase cannot be repeated or taken a second time.

Dissertation Seminar and the Dissertation Writing Block of Credit Hours: EDU 780, EDU 781, EDU 782, EDU 783, and EDU 784

Ed.D. Phase IV: Dissertation Seminar Residency 2 and the Dissertation Writing Block of credit hours receive grades of Satisfactory or Unsatisfactory. The final grade for Phases IV will be the award of the terminal degree, Doctor of Education.

Eligibility and Requirements for Continuance in the Ed.D. Program - PHASES II-IV

A review of a candidate's eligibility to continue and graduate from the Ed.D. program will occur at three (3) different designated transition points during the course of the degree program.

1. End of PHASE II – Orientation and Pre-Dissertation Phase – Gate-Keeping Phase

- Grades from EDU courses 700, 701, 702, and 785 must be maintained at grade point average of 3.0 or better, with only one grade of C allowed. *If the grade requirement is not maintained, a candidate will be dismissed from the program.*
 - The Graduate Review Committee will evaluate all Comprehensive Papers at the end of EDU 785 to determine a candidate's potential for successfully completing the Ed.D. degree program. This review will examine progress made in the candidate's academic writing abilities, and response to constructive criticism and critique of their work, as well as a review of the candidate's professional disposition. *This review may result in a recommendation of non-continuance of a candidate in the program.*
- 2. End of PHASE III – Transition/Research Coursework Phase**
- GPA of 3.0 or better with no more than one grade of C from Phases II and III combined. *If the GPA requirement is not maintained a candidate will be dismissed from the program.*
- 3. End of PHASE IV – Dissertation Phase. Enrollment must be continual until dissertation is defended.**
- Successful completion and oral defense of the candidate's dissertation. *Without successful completion and defense of the dissertation, the Doctor of Education Degree will not be awarded.*

IMPORTANT INFORMATION FOR OUT-OF-STATE APPLICANTS

M.Ed./ADM LICENSURE and Ed.S./SLS LICENSURE

Applicants are encouraged to confirm state requirements for teacher educator/administrator certification and/or endorsements with the State Department of Education from the state in which they are employed or desire to be employed. Belhaven University does not guarantee that all individual state licensing or certification requirements as defined in this degree program will meet individual State Department of Education requirements for certifications or endorsements within states other than Mississippi.

The Belhaven University Graduate School of Education offers the Master of Education (M.Ed./ADM) and the Education Specialist (Ed.S./SLS) degrees in School Leadership and Supervision leading to **Mississippi** Administrator Licensure. Applicants from out-of-state will be responsible for contacting their State's Department of Education to confirm any additional requirements they will need to meet in order to qualify for an Administrator's license in that state.

As part of the application process, out of state applicants will need to submit documentation from the state in which they will seek administrative licensure indicating the state's requirements for an Administrative Supervisor/Principal license.

Each course in both the M.Ed. and Ed.S. programs has been specifically developed to align and address one or more of the National Policy Board for Educational Administration (NPBEA) – National Educational Leadership Preparation Standards (NELP).

Since the Belhaven University program is directed towards Mississippi licensure requirements, applicants from out-of-state will need to sign the *Agreement of Understanding Form – Out-of-State Applicants* form, indicating that the applicant understands that there may be additional requirements that need to be met in the applicant's state to obtain an Administrator License.

The Ed.S. Degree to an Ed.D.

Applicants accepted into the Ed.S. licensure program who are in good standing, maintain a qualifying status, and desire to extend their academic work by pursuing a Doctor of Education (Ed.D.) degree in Educational Leadership, will have the opportunity to submit an essay of intent.

- Acceptance into the Ed.D. program is based on the optional ***submission of a qualifying Ed.D. applicant research-based essay written while enrolled in EDU 778.***
- Ed.S. candidates not desiring to matriculate directly into the Ed.D. program do not need to submit an essay.
- Ed.S. licensure candidates who submit a qualifying research-based essay and receive a grade of B or higher will be admitted directly into the Ed.D. program.
- Ed.S. licensure candidates who receive a grade of C or below on the research-based essay will have their applications reviewed by the Graduate Committee and will be considered for *Conditional Admission*. Candidates who are *conditionally admitted* into the Ed.D. program will be required to take EDU785 to strengthen their research-writing skills.

* Candidates accepted into the Ed.D. program with an earned Ed.S. degree from another institution will be required to take *EDU 785: Leadership Comprehensive Paper* as a “leveling” course. *EDU 785: Leadership Comprehensive Paper* has been designed to serve as a comprehensive assessment of a candidate’s thirty Ed.S. credit hours of professional specialized course work. This comprehensive paper is evaluated by the Graduate Education Committee to determine the candidate’s ability to write analytically, think critically, and demonstrate potential as a reflective academic writer. The comprehensive paper is considered the “*Gate Keeping Phase*” in determining a candidate’s abilities, skill set, and knowledge base or lack thereof, to continue in the program at the dissertation research and writing phase of the Doctorate in Educational Leadership degree.

Time Frame for Earning Advanced Degrees

The time a candidate begins the first Graduate course to the time the candidate completes the plan of study and graduates cannot exceed five (5) years*. This applies to the Ed.S.- Administration*, or Ed.D.- Leadership* degrees.

*Candidates admitted to the Ed.S. program will have up to five (5) years in the plan of study for the Ed.S. degree. If a candidate begins the Ed.S./Ed.D. program at Belhaven starting with PHASE I, all credits applied toward the Ed.D. must have been completed within seven (7) years. If a candidate begins the Ed.D. program at PHASE II due to already holding an Ed.S. degree, the candidate will have five (5) years to complete the Ed.D. degree program.

A candidate 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 candidate suspended for academic reasons may be readmitted only upon the recommendation of the Graduate Teacher Education Council.

Out of State Candidates – Ed.S. and Ed.D.

The Belhaven University Graduate School of Education does not guarantee that Ed.S. and Ed.D. candidates will be eligible in any state other than Mississippi to qualify for an educator initial certification, certification upgrade, or salary increase. Candidates are responsible for contacting their State Department of Education and/or State Licensure Board to ascertain the requirements for obtaining a license/certification or endorsement in the state of their residence or the state in which they may desire to serve as an educator. Candidates understand that they are responsible for verifying whether or not the Belhaven University Educator Preparation Provider Education Specialist (Ed.S.) and/or the Doctorate in Educational Leadership (Ed.D.) will be recognized by states other than Mississippi. Candidates will need to confirm in writing if the Belhaven School of Education degrees will qualify for initial educator licensure/certification or endorsements, certification upgrades, as well as confirm whether or not the degrees will lead to a salary increase in another state outside of Mississippi.

As part of their application, out of state candidates will sign an “Out of State Memorandum of Understanding” indicating that they are aware of the Belhaven University School of Education’s policies governing out of state educator licensures issues.

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 PROGRAM)

International applicants from non-English speaking countries must also submit scores on the Test of English as a Foreign Language (TOEFL) of 71 iBT, the International English Language Testing System (IELTS) of 6, or the Canadian Academic English Language Assessment (CAEL) of 70. Scores must be no more than two years old and must be verifiable.

STUDENT FINANCIAL SERVICES REGULATIONS

Student Financial Services

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.

Online Tuition - http://online.belhaven.edu/college_tuition.htm

Tuition for undergraduate programs.....\$405 per credit hour

Tuition for graduate programs*.....\$575 per credit hour

*discounts available for nursing, education, sports administration and theological programs

Special Fees (in addition to tuition)

Application fee	\$ 25
Degree/Certificate Completion fee	\$ 65
Proficiency Exam Fee	\$100
Proficiency Credit Fee	\$100
Program Change Fee	\$200
Return Check Fee	\$ 35
Technology Fee	\$ 25/course
Transcript Fee (per copy, \$10 if faxed)	\$ 12.50

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.

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:
 - During the first week: 100%
 - During the second week: 50%
 - During or after the third 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 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

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.

Financial Aid

Financial aid is available for those who qualify. The following procedures must be followed in applying for financial assistance:

- 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.

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.

Class Participation Verification Policy

Prior to release of financial aid funds, the University must verify the student has participated in an academically related activity in each of the classes in which they are enrolled. Federal regulations define academic related activities as physically attending a class with direct interaction between the instructor and students, submitting an academic assignment, taking an exam, an interactive tutorial, participating in an online discussion about academic matters, etc. If participation cannot be verified, all Title IV funds (Pell Grants, student loans, and other grants or scholarships) cannot be disbursed.

If the student receives financial aid and does not continue participating in classes (family emergency, illness, etc.), the student needs to notify their student advisor immediately. If the student fails to participate or the faculty member fails to provide participation information to the Registrar's Office, the Financial Aid office will not disburse financial aid funds until participation is verified. If participation is not verified, Title IV funds will be cancelled and the student will not be eligible to receive funds for that award period.

Verification of Enrollment Status Prior to the Disbursement of Aid

As part of establishing federal student aid eligibility, every institution is required by law to establish average costs associated with attending classes throughout the year, also referred to as the Cost of Attendance (COA). The Cost of Attendance is the maximum amount of financial aid from all resources that a student may receive in an academic year. The COA is not limited to only tuition and books, however. It may include on campus living costs; an average amount for travel to and from class; an average cost for classroom supplies; as well as a few incidentals. Federal law governs which expenses may be considered in the Cost of Attendance as well as how the institution may determine these averages.

Two key factors in determining how the average costs are totaled each year to arrive at a student's annual maximum aid eligibility or Cost of Attendance (COA) are:

1. actual tuition costs and

2. the number of weeks actually enrolled.

Each year, to provide notification of your maximum eligibility from all resources available, it is Belhaven's policy to pre-award every student assuming fulltime enrollment and four months of attendance each semester. However, situations can arise that prevent a student attending the full semester or meeting the fulltime definition. Therefore as a matter of federal aid compliance, Student Financial Aid will be verifying enrollment schedules for all pre-registered students during the first month of each semester; August, January and May. Any schedule not meeting the federal student aid requirements for fulltime will require adjustments to the student's annual cost of attendance.

Student Loan Acceptance

Belhaven University participates in an active confirmation process in regards to all student loans. This means that Belhaven University will NOT accept student loans on the behalf of the student. It is the student's responsibility to review their loan eligibility on BlazeNet and determine the amount of the offered loan to accept or decline.

Students also need to complete a Direct Loan Master Promissory Note (and PLUS loan Master Promissory Note if applicable) along with Direct Loan Entrance Counseling (and PLUS Loan Counseling if applicable) before we can disburse the loan funds.

Student Loan Disbursement

Federal regulations require student loans to be disbursed equally throughout the student's attendance pattern and that disbursements are made each semester. Disbursement dates are determined by the program or semester in which the student is enrolled. Adult and Online Students are assigned a Fall/Spring/Summer attendance pattern. This means the loan is split equally between the three award periods and disbursed accordingly.

Disbursement Dates

Disbursement dates are approximately three weeks after the beginning of each semester to allow time for class participation verification. The student will be notified when student loan money arrives. In accordance with the Family Education Rights and Privacy Act (FERPA), information regarding arrival of federal aid proceeds are not discussed over the phone.

Course Withdrawal

Failure to return on schedule, a second unscheduled interruption, or an absence not reported, may result in financial aid being canceled. This may result in beginning the grace/repayment period of your Federal student loan effective the last date of attendance. In the event a student drops from a course before the course begins with intentions to reenter the next course in sequence, the regular financial aid disbursements will be adjusted accordingly. If a withdrawal occurs after the course begins, the student may find that financial aid will not cover all course work toward the end of his/her program. Each case is individual. Students must be personally responsible for the financial aid ramifications of any withdrawal from 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.

Employer Tuition Benefits Programs

Certain employers provide various tuition benefits for their employees and dependents who meet certain criteria. Students wishing to use their employer's education benefits must complete the Certification Request available on BlazeNet each year. Additionally, a current statement of eligibility from your employer must be submitted each year. Most employer tuition benefit plans that pay based on enrollment certification will be considered for acceptable payment agreements. Most employer benefit plans will require satisfactory completion of courses prior to tuition reimbursement. Reimbursement plans will not be considered as a satisfactory payment arrangement, therefore the student will be responsible for all tuition and fees on the first day of the course.

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 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
The Kilt 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) 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.

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. 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, bachelor's degree, master's degree, specialist degree and doctoral degree. In addition to earning a prescribed minimum number of semester hours credit and to maintaining an overall C average (2.00 GPA) for undergraduate and B average (3.00 GPA) for master's level and higher, 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 could result in a late fee; a delay in the graduation date is also possible.

In order to stay in compliance with Federal regulations, the registrar's office reserves the right to update your record as degree complete when routine analysis of degree requirements verifies your degree is complete regardless of graduation application submission.

Programs Offered

Certificate in Accounting (Undergraduate)
Certificate in Biblical Studies (Undergraduate)
Certificate in Cyber Security (Undergraduate)
Certificate in Mobile Application Developer (Undergraduate)
Certificate in Software Developer (Undergraduate)
Certificate in Data Science (Undergraduate)
Certificate in Christian Ministry Leadership (Graduate)
Certificate in Finance (Graduate)
Certificate in Health Administration (Graduate)
Certificate in Human Resources (Graduate)
Certificate in Leadership (Graduate)
Certificate in Public Administration (Graduate)
Certificate in Sports Administration (Graduate)
Associate of Arts
Associate of Arts in Biblical Studies
Associate of Arts in Business
Bachelor of Arts in Applied Psychology
Bachelor of Arts in Applied Psychology - with Christian Ministries Concentration
Bachelor of Arts in Applied Psychology - with Criminal Justice Concentration
Bachelor of Arts in Applied Psychology - with Human Services Concentration
Bachelor of Arts in Biblical Studies
Bachelor of Arts in Biblical Studies - with Human Services Concentration
Bachelor of Arts in Human Services
Bachelor of Arts in Human Services – with a Christian Ministries Concentration
Bachelor of Arts in Human Services – with a Criminal Justice Concentration
Bachelor of Arts in Interdisciplinary Studies
Bachelor of Business Administration
Bachelor of Business Administration - with IT Management for Business Leaders Concentration
Bachelor of Health Administration
Bachelor of Science in Accounting
Bachelor of Science in Management
Bachelor of Science in Management - with Criminal Justice Concentration
Bachelor of Science in Management - with IT Management for Business Leaders Concentration
Bachelor of Science in Nursing (RN-BSN)
Master of Arts in Biblical and Theological Studies

Master in Business Administration
Master in Business Administration – with Finance Concentration
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 Project Management Concentration
Master in Business Administration – with Public Administration Concentration
Master of Business Administration – with Sports Administration Concentration
Doctor of Business Administration
Master of Health Administration
Master of Public Administration
Master of Public Administration – with Human Resources Concentration
Master of Science in Information Technology Management
Master of Science in Leadership
Master of Science in Leadership - with Human Resources Concentration
Master of Science in Leadership - with Ministry Concentration
Master of Science in Leadership – with Public Administration Concentration
Master of Sports Administration
Master of Education – Curriculum and Instruction
Master of Education – Educational Technology Emphasis
Master of Education – National Board Emphasis
Master of Education in Reading Literacy
Master of Education in School Leadership and Supervision
Education Specialist Degree in Educational Leadership
Doctor of Education in Educational Leadership

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://blazenet.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. For an undergraduate certificate at least 25% of coursework must be taken at Belhaven University.

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. (Graduate programs must have 18 unique hours for each degree. Students who obtain a graduate degree with a concentration cannot return to get the same graduate degree with a different concentration. Students could then enroll in a Masters Certificate.)

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 220 (Exploring Old Testament), BIB 221 (Exploring New Testament), 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.

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	Information Technology Management	ITM
Business Administration (Graduate)	MBA	Mathematics	MAT
Business Leadership	MSL	Ministry	MIN
Chemistry	CHE	Nursing (RN-BSN)	NRN
Computer Science	CSC	Public Administration	MPA
Criminal Justice	CJU	Psychology	PSY
Economics	ECO	Reading	REA
Education	EDU	Sports Administration	MSA
English	ENG	Worldview Curriculum	WVC

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; AW, Administratively Withdrawn; S, Satisfactory; U, Unsatisfactory; ES, Examination Satisfactory; CR, Credit; NC, No Credit; RF, repeated failure/no forgiveness.

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

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.

Academic Standing Status	Quality Point Index Deficiency
Good Standing – Clear	No deficiency (positive Quality Point Index Score)
Good Standing – Notice	(-1) – (-3)
Probation	(-3.01) – (-9)
Suspension	(-9.01) – (-15.00)
Dismissal	(-15.01+)

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 course:

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. 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.
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.

Program Withdrawal

- A student who withdraws from the program is to submit the online withdrawal form located on the registrar page on Blazenet, except in cases of administrative withdrawal due to nonattendance, deregistration 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 date of withdrawal form submission. The effective date for Financial Aid purposes will be the date of the withdrawal form submission.
- The refund policy is stated in the Online Catalogue under "Student Financial Services Regulations" or in the Student Handbook under "Financial Information."

It is advised that a student withdrawing from the program speak with a Student Financial Services 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. Any course withdrawals processed from a course withdrawal or program withdrawal form submitted after the published "Last day to withdraw" date in the calendar for that term will result in a grade of "F" for the course.
- 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.

Courses less than 5 weeks

Academic Registration / Withdrawal schedule

- Drop period – Day 1 – 3
 - During this time a student may drop a course without a grade
- Withdrawal period – Day 4 – 13
 - During this time a student may withdraw from a course and receive a grade of "W"
- Day 14 – on students are not allowed to withdraw from a course, doing so would result in a grade of "F"

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 248 quality points.

Course Load

In the online studies program, a normal course load in a term should not exceed 12 semester hours. No student may receive credit for more than 18 hours in a term.

Grade Reports

At the conclusion of an online campus course, final grade reports will be available on Blazenet. 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

Students can order an official transcript via the National Student Clearinghouse Transcript Ordering Center (<https://tsorder.studentclearinghouse.org/school/select>). The Registrar is not permitted to issue transcripts for a student with an active account hold.

Transcript Fee Schedule (Per Recipient)

Copies 1-2: \$10.00 total

Copies 3 +: \$ 2.00/copy

Processing: \$ 2.50

Electronic PDF: \$ 1.00 (Applies only to transcripts sent electronically to a recipient outside of the NSC Electronic Transcript Exchange network)

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 grade point average (calculated on the 100th decimal place and not rounded) on the Belhaven University record and meet the minimum below to be eligible:

cum laude, 3.40 – 3.69; magna cum laude, 3.70 – 3.89; summa cum laude, 3.9 and higher.

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.)

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 30 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.

- **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.

- **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 - 30 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.

PLA is assessed through two course options as described below:

- **BU294 Prior Learning Assessment Portfolio**

This course is designed to assist the student with the development of an experiential learning portfolio. This includes developing a resume, reflecting on the personal journey through an autobiographical essay, application of a Christian worldview, and identifying knowledge and skills learned from previous work educational and work experiences in the experiential essays. The portfolio will be the basis of evaluation of work and life experiences for possible college credit. Students may write for up to 12 hours of credit for each occurrence of BU294 (resulting in a total possible of 15 credits, 3 from BU294 and up to 12 experiential credits). Students must register for BU294 in term 1 of the semester prior to the semester of graduation. BU294 may be repeated if more than 12 credit hours of PLA credit need to be assessed, not to exceed the limit of 30 credit hours from this option, including the credits earned through BU294.

- **BU29X Prior Learning Assessment Portfolio 1-3 credits**

This course is designed to assist the student with the development of an experiential learning portfolio when less than four credit hours are needed. This includes developing a resume, reflecting on the personal journey through an autobiographical essay, application of a Christian worldview, and identifying knowledge and skills learned from previous work educational and work experiences in the experiential essays. The portfolio will be the basis of evaluation of work and life experiences for possible college credit. Students may write for 1-3 hours of credit in BU290. Students must register for BU291, BU292, or BU293 (depending on the number of elective credits needed) in term 1 of the semester prior to the semester of graduation. BU291, 2, or 3 are Pass/Fail courses.

All PLA submissions from either course option listed above must be completed by the end of term 1 of the semester prior to the semester of graduation.

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 30 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 PROGRAMS

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 (Adult/Online 202), ACC 213-214 (Adult/Online BBA-320-321) with a grade of C or better within the last seven years or a proficiency exam, ECO 205 or 206 (Adult/Online ECO 407), BUS 305 (Adult/Online BSM 395), BUS 326, BUS 360, BUS 363, and BUS 414.

Certificate in Biblical Studies

Eighteen hours of course work selected from BIB-302, BIB-303, BIB-307, BIB-308, BIB-310, BIB-311, BIB-317, BIB-341, BIB-350, BIB-360, and BIB-408.

Certificate in Cyber Security

Eighteen hours of course work: CSC-150, 151, 152, 153, 154, and 155.

Certificate in Mobile Application Developer

Eighteen hours of course work: CSC-140, 141, 142, 143, 144, and 145.

Certificate in Software Developer

Eighteen hours of course work: CSC-100, 130, 131, 132, 133, 134, 135, 136, 137, 138, and 139.

Certificate in Data Science

Eighteen hours of course work: CSC-100, 160, 161, 162, 163, 164, 165, 166, 167, 168, and 169.

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 220, 221, BIO 125, BU 110, 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 220, 221, BIO 125, BU 110, ENG 103, 108, 203, 204, HIS 108, 205, MAT 202, WVC 301, electives, and 18 hours from the following: BIB 302, BIB 303, BIB 307, BIB 308, BIB 310, BIB 311, BIB 317, BIB 341, BIB 350, BIB 360, and BIB 408

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 220, 221, BIO 125, BU 110, ENG 103, 108, 203, 204, HIS 108, 205, MAT 202, WVC 301, BUS 304, 309, 320, and 326, and elective hours.

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 220, 221, BIO 125, BU 110, 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, 353, 355, 420, and 461, WVC 401, electives and 6 hours from the following: PSY 342, 343, 362 and 442.

Bachelor of Arts in Applied Psychology with Christian Ministries Concentration

124 hours to include all General Education coursework as well as PSY203, 243, 304, 312, 331, 332, 340, 352, 353, 355, 420, 461, WVC 401, electives and 6 hours from the following: PSY 342, 343, 362 and 442. The concentration in Christian Ministries includes 12 hours from the following courses: BIB-302, BIB-303, BIB-310, BIB-311, BIB-341, BIB-350, BIB-360, and BIB-408

Bachelor of Arts in Applied Psychology with Criminal Justice Concentration

Adding a criminal justice concentration to Belhaven's Bachelor of Arts in Applied Psychology is ideal for adults who want to focus on leadership within the judicial and correctional system. As part of Belhaven's online format, 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.

B.A. in Applied Psychology with Criminal Justice Concentration: 124 hours to include all General Education coursework as well as PSY203, 243, 304, 312, 331, 332, 340, 352, 353, 355, 420, 461, WVC 401, electives and 6 hours from the following: PSY 342, 343, 362 and 442. The concentration in Criminal Justice includes: CJU 320, 407, 412 and 419.

Bachelor of Arts in Applied Psychology with Human Services Concentration

B.A. in Applied Psychology with Human Services Concentration: 124 hours to include all General Education coursework as well as PSY203, 243, 304, 312, 331, 332, 340, 352, 353, 355, 420, 461, WVC 401, electives and 6 hours from the following: PSY 342, 343, 362 and 442. The concentration in Human Services includes: SOC 201, 202, 220, and 310.

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 Biblical Studies with Human Services Concentration

B.A. in Biblical Studies with Human Services Concentration: 124 hours to include all General Education coursework as well as PSY203, 243, 304, 312, 331, 332, 340, 352, 353, 355, 420, 461, WVC 401, electives and 6 hours from the following: PSY 342, 343, 362 and 442. The concentration in Human Services includes: SOC 201, 202, 220, and 310.

Bachelor of Arts in Human 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.

B.A. in Human Services: 124 hours to include all General Education coursework as well as BIB-360, PSY-203, PSY-243, PSY-312, PSY-340, PSY-342, SOC-101, SOC-201, SOC-202, SOC-220, SOC-310, SOC-350, SOC-351, SOC-370, WVC 401 and electives.

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.

B.A. in Human Services with Christian Ministries concentration: 124 hours to include all General Education coursework as well as BIB-360, PSY-203, PSY-243, PSY-312, PSY-340, PSY-342, SOC-101, SOC-201, SOC-202, SOC-220, SOC-310, SOC-350, SOC-351, SOC-370, WVC 401 and electives. The concentration in Christian Ministries includes 12 hours from the following courses: BIB-302, BIB-303, BIB-310, BIB-311, BIB-341, BIB-350, BIB-360, and BIB-408

Adding a criminal justice concentration to Belhaven's Bachelor of Arts in Social Services is ideal for adults who want to focus on leadership within the judicial and correctional system. As part of Belhaven's online format, 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.

B.A. in Human Services with Criminal Justice concentration: 124 hours to include all General Education coursework as well as BIB-360, PSY-203, PSY-243, PSY-312, PSY-340, PSY-342, SOC-101, SOC-201, SOC-202, SOC-220, SOC-310, SOC-350, SOC-351, SOC-370, WVC 401 and electives. The concentration in Criminal Justice includes: CJU 320, 407, 412 and 419.

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 2-5 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, BUS120, 304, 309, 320, 326, 360, 363, 412, 414, 418, 419, 420, ECO 407, WVC 401, and electives.

Bachelor of Business Administration in Hospitality Management

The Bachelor of Science in Hospitality Management degree is designed to prepare students to practice servant leadership in the hospitality industry while taking convenient online classes taught from a Christian worldview. Students will acquire the knowledge to oversee business operations, resort and restaurant management, and communicate in the hospitality industry.

B.B.A.H.M.: 124 hours to include all General Education coursework as well as BUS 120, 210, 304, 305, 362, 412, 414, 418, 420, ECO 407, HMT 200, 300, 330, 360, 400, 410, 450, WVC 401 and electives.

Bachelor of Business Administration with Information Technology Concentration

Students completing this concentration will have a more complete understanding of technological solutions for business enterprises, be able to conduct gap analysis in the technology space of their business, and knowledgeably acquire hardware, software, and personnel as needed. Students will also gain an understanding of the inherent risks and threats introduced by technology in the workplace and be able to design processes to address them.

B.B.A with Information Technology Management for Business Leaders Concentration: 124 hours to include all General Education coursework as well as BBA 302, 320, 321, BUS120, 304, 309, 320, 326, 331, 332, 333, 334, 360, 363, 412, 414, 418, 419, 420, ECO 407, WVC 401, and electives. IT Management for Business Leaders Concentration is made of BUS 331-334.

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.

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 and one year of work supervised by a CPA are required for CPA licensure in Mississippi.

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, 419, ECO 407, WVC 401 and 18 hours of general 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.

Bachelor of Science Management with a Concentration in Information Technology Management

Students completing this concentration will have a more complete understanding of technological solutions for business enterprises, be able to conduct gap analysis in the technology space of their business, and knowledgeably acquire hardware, software, and personnel as needed. Students will also gain an understanding of the inherent risks and threats introduced by technology in the workplace and be able to design processes to address them.

B.S.M.: 124 hours to include all General Education coursework as well as BUS 304, 309, 320, 326, [331](#), [332](#), [333](#), [334](#), 360, 362, 395, 406, 412, 414, 418, 419, 420, ECO 407, WVC 401, and electives. IT Management for Business Leaders Concentration is made of BUS 331-334.

RN to Bachelor of Science in Nursing

The RN-BSN, is designed to assist registered nurses who wish to earn a BSN. The RN-BSN degree requires successful completion of 65 hours of general education, worldview, elective, and nursing pre-requisite courses. The additional 34 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 validation 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.

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.
- 317 Accounting Information Systems (3).** Prereq: ACC 213-14 and 217. A study of how computerized systems record, summarize, and report accounting information, with an emphasis on the internal controls needed for accurate and reliable accounting information. It includes the development of an accounting information system and the steps taken by internal and external auditors to assess the system. This course is an elective. (Offered Spring only).
- 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. Prereq/Coreq: ACC 412.
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 and Not-for-Profit 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)

- 220 Exploring the Old Testament (3).**
This course is an exploration of the Old Testament and its central themes. God is the great king over all creation who has created humanity to have a relationship with him and to extend his reign throughout the entire earth. By entering into covenants, God makes promises to his people and calls them to be faithful to him. 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 an exploration 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.
- 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)*
- 303 The Books of Moses (3).**
The first five books of the Bible lay the foundation for the remainder of God's word. They give the origins of creation, human sin, the history of salvation, and God's covenant with his people. These books also point to Christ and the complete salvation that comes through him.
- 307 Old Testament Historical & Poetic Books (3).**
The historical books of the Old Testament relate how God's plan of salvation is worked out in real events that take place in history. The poetic books give us God's word through human voices - the response of human living in relationship with God. Taken together, these books give us God's actions in history, and the responses of his people to these actions.
- 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)*
- 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)*
- 341 Introduction to Christian Doctrine (3).**
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. *(Fall, odd years)*
- 350 The Nature and Purpose of the Church (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)*
- 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)*

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.

Belhaven Orientation (BU)

- 110 Tools for Success**
This course is designed to help the online undergraduate student be prepared to be successful in education and life. By using various assessments, the student will gain a better understanding of who they are, who God has designed them to be, and how this relates to their chosen field of study. The student will be introduced to a variety of tools that are designed to support their educational experience, and that can prepare them for success in future courses and beyond. Topics to be addressed include but are not limited to: time management, healthy living, worldview, writing conventions, conducting research, and avoiding plagiarism.
- 291-293 Prior Learning Assessment Portfolio (1-3).**
This course is designed to assist the student with the development of an experiential learning portfolio. This includes developing a resume, reflecting on the personal journey through an autobiographical essay, application of a Christian worldview, and identifying knowledge and skills learned from previous work educational and work experiences in the experiential essays. The portfolio will be the basis of evaluation of work and life experiences for possible college credit. Students may write for 1-3 hours of credit in BU29X. Students must register for BU291, BU292, or BU293 (depending on the number of elective credits needed) in term 1 of the semester prior to the semester of graduation. BU291, 2, or 3 are Pass/Fail courses.

- 294 Prior Learning Assessment Portfolio (3).**
This course is designed to assist the student with the development of an experiential learning portfolio. This includes developing a resume, reflecting on the personal journey through an autobiographical essay, application of a Christian worldview, and identifying knowledge and skills learned from previous work educational and work experiences in the experiential essays. The portfolio will be the basis of evaluation of work and life experiences for possible college credit. Students may write for up to 12 hours of credit for each occurrence of BU294 (resulting in a total possible of 15 credits, 3 from BU294 and up to 12 experiential credits). Students must register for BU294 in term 1 of the semester prior to the semester of graduation.

Business (BUS)

- 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)*
- 304 Business Communication (3).**
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: 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.
- 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.

Computer Science (CSC)

- 100 Ethical Practices (1.5)**
- 130 Software Developer 1 (1.5)**
Students begin with content that covers coding from scratch and the basics of web development. Students will learn how a website is composed of HTML, CSS, and JavaScript and how to use each one. Next students cover front-end foundations; the basics of computer programming. Students will learn conditional logic, loops, control structures, and data structures. Students will also start to learn how to use external libraries to develop their code using the resources created by other developers, as well as how to collaborate with others using source control. Finally, students cover front-end frameworks, which covers several libraries for front-end web development, including jQuery, Angular.js, bootstrap, and material.

- 131 Software Developer 2 (1.5)**
This course will cover the basics of computer programming. Students will learn conditional logic, loops, control structures, and data structures. The class will also start to learn how to use external libraries to develop their code using the resources created by other developers, as well as how to collaborate with others using source control.
- 132 Software Developer 3 (1.5)**
This course covers advancements in the JavaScript language using Angular.js. Students will learn about program architecture, control flow, and data binding. The class will also begin to learn about TypeScript.
- 133 Software Developer 4 (1.5)**
This course covers several libraries for front-end web development, including jQuery, Angular.js, bootstrap, and material..
- 134 Software Developer 5 (1.5)**
This course covers the concepts of server-side software development. Students will learn about relational and non-relational databases, web servers, and software platforms.
- 135 Software Developer 6 (1.5)**
This course covers practical server-side software development. Students will learn how to use package managers and how to configure and maintain an application server, how to create an api, and how to manage and use a datastore (database). The class will also cover security considerations and some specific software packages to secure a full stack application.
- 136 Software Developer 7 (1.5)**
This course covers mobile application development. Students will learn how to use cross-compilation tools to develop native mobile apps using a non-native language and/or native languages. The class will also cover software testing, application hosting, and system build.
- 137 Software Developer 8 (1.5)**
This course covers the Agile software development methodology in use in many teams in the software industry today. Students will learn the different roles on an Agile team and how to be a successful part of one. The class will cover scrum, sprints, task estimation and bidding, and other parts of an Agile project.
- 138 Software Developer 9 (1.5)**
The Deployment course is an introduction to building and deploying applications to cloud hosting providers. Students will develop a foundational understanding of the benefits and process of deploying a web application to a cloud hosting provider.
- 139 Capstone Project (3)**
This course combines many parts of software development to develop a full-stack application as part of an Agile Project Team. Each student will participate in several roles, including making contributions to the code base. The team will have daily scrum meetings to cover tasks and will work separately to complete them. The final project will be presented at graduation before potential employers.
- 140 Mobile Application Developer I (3)**
Students in this course learn begin with an introduction to iOS development to prepares them to begin developing apps for the iOS platform by providing the foundational knowledge of the platform and tools required. Students will become familiar with the iOS operating system, the Xcode IDE and the Git source control system. Next students cover programming foundations in Swift which will give students a foundation in using the Swift language to develop mobile apps for the iOS platform. Swift is the current and recommended language provided for developing mobile apps on iOS. This portion of the course will give students a solid foundation in which they can develop new iOS apps. Finally, students cover programming foundations in Objective-C which will give students a foundation in using the Objective-C language to develop mobile apps for the iOS platform. Objective-C is the initial language for iOS and is the most commonly found language in existing apps today. This portion of the course will give students a solid foundation in which they can support and extend existing iOS apps.

- 141 Mobile Application Developer II (3)**
Students begin this course with Mobile UI which introduces students to modern standards and best practices when creating User Interfaces for their iOS apps. Students will learn about the recommended design practices such as the Human Interface Guidelines and how to leverage UIKit to create effective user experiences. Next students learn about mobile data which prepares them with the essential knowledge to manipulate and store application data whether locally on the device or in a cloud-based service.
- 142 Mobile Application Developer III (3)**
In this course, iOS CoreData is covered as well as techniques to offload authentication and storage to Platform as Service (PaaS) providers. Finally, students cover app services and systems through the app frameworks portion of the course which introduces students to a variety of pre-existing frameworks that offer commonly used functionality. Features such as Health Monitoring, Maps, Augmented Reality, Home Automation, Voice Recognition.
- 143 Mobile Application Developer IV (3)**
Students in this course will learn about app store and deployment which introduces students to the processes required to publish and monetize their iOS App. Students will learn about the mobile deployment process, how to structure beta tests using TestFlight and how to provision and deploy an app to the App Store. Next students learn about analytics and monitoring which prepares students with the skills needed to monitor engagement and performance of their iOS apps.
- 144 Mobile Application Developer V (3)**
Students will leverage modern analytics platforms such as flurry or Google analytics to track user activity as well as notifications on crash reports and application faults. Finally, this course covers the agile software development methodology in use in many teams in the software industry today. Students will learn the various roles on an Agile team and how to be a successful member of a team. The class will also cover scrum, sprints, task estimation and bidding, and other parts of an Agile Project. In addition, students will learn ethical practices of the developer as it relates to biblical principles.
- 145 Mobile Application Developer Capstone (3)**
The capstone course for Mobile Application Developer consist of an individual project course which combines each part of the program into an individual project for the student. Each student will work independently to create a project specific to the program. This project is due at the end of the course.
- 150 Cyber Security I (3)**
Students begin this course examining security foundations, so they can gain a fundamental understanding of security concepts that will be used throughout the Cyber Security program. Topics covered include basic security concepts, threat actors and attributes, organizational security, policy, procedures and frameworks, security controls business impact analysis, risk management, incident response and disaster recovery. Next students are provided instruction in networking foundations, which includes instruction in technical skills required in network administration and support. This portion of the course will include information on media, topologies, protocols and standards, network support, and the knowledge and skills to sit for network certification. Finally, students will cover system administration basics and will also provide a security orientated perspective. This portion of the course includes general system administration information on installing and configuring network component, OS familiarity and some scripting. Additional topics include threats, vulnerabilities, secure protocols and secure system design.
- 151 Cyber Security II (3)**
Students begin this course learning about network defense which gives students an overview of the various hardware and software tools available to defend a network against attack. Students will use various tools to assess the security posture of an organization and understand the possible impact of various vulnerabilities. Additionally, this portion of the course will cover the concepts of penetration testing and vulnerabilities testing. Next student will learn about the different methodologies and concepts of cryptography and access management.
- 152 Cyber Security III (3)**
Students will be exposed to different cryptography algorithms used to ensure safe transmission, storage and use of sensitive data. Students will also learn how to implement various access management controls and account management practices. Finally, students will learn about logging and monitoring which will give students the

knowledge and skills needed to properly analyze and interpret various security related logs produced by different security related technologies. This will focus on standard logs and Intrusion Detection and Prevention Systems. Students will also gain a basic understanding of forensics analyze and presented with such related topics as chain of authority.

153 Cyber Security IV (3)

Students are first introduced to programming foundations, in this course, which will give students programming foundations in languages utilized in the industry. This course also provides a secure foundation upon which students can build on as they progress through the program. Next students are introduced to web application security and project management. Students will learn the mindset, discipline, and methods for securing a software project and traditional project management concepts with a focus on Agile software development methodology.

154 Cyber Security V (3)

Students will complete this course with both a theoretical model and specific technical knowledge. Additionally, students will learn about threats and vulnerabilities as they take an in depth look at the various threats and vulnerabilities faced by every organization and technology user. These will cover those related to hardware, software and people, including a detailed review of Social Engineering as used by various threat actors. Students will be able to identify, compare several types of attacks and related impacts. In this course student will learn about ethical standards in cyber security based on biblical principles.

155 Cyber Security Capstone (3)

The Cyber Security Capstone course combines each part of the program into a group project for the student. Each student will work together as a team member for the group project, which includes daily scrum meetings to cover tasks and progress while working separately to complete them. The final group project is due at the end of the course.

160 Data Science 1 (1.5)

The Basic Statistics course will help students gain a fundamental understanding of statistical concepts that will be used throughout the Data Science program. Topics covered include probability, data types, common distributions, common descriptive statistics, and statistical inference.

161 Data Science 2 (1.5)

The Statistical Programming course teaches students how to load R and R Studio onto their PC. Students will then learn basic scripting commands, and will be introduced to a vast library of functions to perform various statistical analyses.

162 Data Science 3 (1.5)

The Metrics and Data Processing course will prepare students to be able to create new metrics that directly answer or monitor business questions. This module will also teach the theory and practice of statistical process control. Upon completion of this module, students will be equipped to help businesses monitor their processes and know when a process is out-of-control, and needs to be fixed.

163 Data Science 4 (1.5)

The Data Visualization course is designed to help students understand that the heavy lifting in any analysis happens before the analytical procedure starts. Data wrangling is the process of changing the structure and format of raw data until the data are compatible with sometimes rigid requirements for analysis. Data wrangling also includes a quick sanity check of data quality. Data Visualization will give students an understanding and appreciation of the power in representing data graphically.

164 Data Science 5 (1.5)

The Intermediate Statistics course is designed to teach students about hypothesis testing under multiple scenarios. Students will be able to determine which hypothesis test to utilize and be able to perform that test. Students will also learn to identify and verify the data requirements for each hypothesis test.

- 165 Data Science 6 (1.5)**
The Machine Learning and Modeling course will introduce students to several commonly used machine learning methods. Students will learn how to determine the best methods for a given set of data, and how to use common software tools to utilize these methods.
- 166 Data Science 7 (1.5)**
The Introduction to Big Data course introduces students to Big Data on a conceptual level, and gives students exposure and practice with several skills and tools currently in use. These skills will be taught at a manageable level, and then scale up methods will be used to help students grasp the meaning and popularity of analyzing substantial amounts of data. Students will learn the foundational concepts of Big Data and will know how to move from Big Data basics to more business specific needs and requirements.
- 167 Data Science 8 (1.5)**
This course is an introduction to working with, and designing databases. Students will develop a foundational knowledge of database concepts, theory, and an overview of the various implementations and architectures.
- 168 Data Science 9 (1.5)**
This course will give students programming foundations in languages utilized in the industry. This course also provides a secure foundation upon which students can build on as they progress through the program.
- 169 Capstone Project (3)**
The Group Project course combines each part of the program into a group project for the student. Each student will work together as a team member for the group project, which includes daily scrum meetings to cover tasks and progress while working separately to complete them. The final group project is due at the end of the course.
- 170 Design Thinking and Structures (1.5)**
Within the course design thinking and structures, students will learn and experience the basics of design principles, user empathy, and the foundation of testing product hypothesis.
- 171 Coding Structures (1.5)**
This course will cover the basics of web development. Students will learn how a website is composed of html, css, and javascript and how to use each one.
- 172 Front-End Theories and Practices (1.5)**
The Front End Foundations course is an extension of Coding From Scratch module, further exploring advanced concepts. This course is intended to enable students to create modern and robust web applications without leveraging any advanced frameworks. Student will strengthen their foundational knowledge of how web applications and client-side coding works. Students will explore web animations, transitions, transformations and how to structure and organize code for a large web project.
- 173 Research Methods (1.5)**
Research methods is an overview of user research methods including quantitative, qualitative, and competitive analysis. Students will be taught how to develop a persona and what tools to use. Defining the research and understanding who the user is and what problem is the student trying to solve for. Students will understand different research methods used within UI/UX and how to implement them with the context of the user experience.
- 174 Research Demonstration (1.5)**
Concepts of empathy maps, user personals, journey maps, and data analysis.
- 175 Interaction Design/Prototyping (1.5)**
Lab environment where students develop competency in design tools, sketching screens, wireframes, grid layouts, UI patterns, and libraries. Key concepts of rapid prototyping, creating a prototype with a tool like Sketch or Adobe XD.

- 176 Presentations, Pitches, Propos (1.5)**
Building case studies, design presentations, processes, and Client Projects. Develop a portfolio platform, personal brand, resumes, and social media content for hiring and the digital marketplace.
- 177 Capstone Project (3)**
Presentation of individual and client projects upon graduation.

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 (1).**
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.

Hospitality Management (HMT)

- 200 Introduction to Hospitality Management (3).** An introduction to the hospitality industry. Major elements of the industry will be covered including lodging, food service, and specialized segments (such as conventions and leisure activities), as well as other career opportunities. The role of hospitality in its relationship to domestic and international tourism is also included.
- 300 Hospitality Facilities Management (3).** This course examines the key components involved in the design and management of hospitality facilities including hotel, resort, and restaurant operations. Emphasis is given to facilities planning, design, and management, the integration of technology, financial and energy management, occupational health and safety, and the environmental impact of facilities operations.
- 330 Hospitality Negotiation and Agreements (3).** This course explores the theory and practice of negotiations within the sports, entertainment, event, hotel, tourism and food service industries. Topics include discussion and presentation of the skills necessary to be a successful negotiator of agreements and contracts within the hospitality industry domestically and internationally. This course also explores labor relations and articulates the union/management negotiation process, including collective bargaining.
- 360 Hospitality Food Service Operations (3).** This course explores core concepts, models, and managerial issues in food service operations management including assessment of the performance of service delivery processes, managing supply and demand, managing quality, and managing a project.
- 400 Hospitality Marketing (3).** This course introduces the principles and procedures for managing marketing efforts for hospitality and service-based organizations. It provides a base of knowledge for the uniqueness of the service industry and the effects of marketing efforts on service quality and operational integration. Topics include concepts such as marketing foundations, environmental scanning, marketing plans, consumer behavior, service operations integration, product development, STP, and value propositions.
- 410 Hospitality Revenue Management (3).** This course examines and illustrates the strategies, principles and techniques of revenue management as they relate to lodging, travel/tourism, food service and facilities management. The relationship between accurate forecasting, overbooking, reservation systems, marketing issues, pricing and e-commerce as they relate to financial decision making is investigated. Students are required to analyze revenue management scenarios.
- 450 Hospitality Capstone Seminar (3).** This course uses the case study approach to improve the critical thinking and decision-making abilities of students both individually and within the framework of a team and the hospitality management industry.

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 didactic and 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 (3)**
 This three 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) (3 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 to 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 and 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 of 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 220, BIB 221
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).

Graduation Requirements for Certificates

- Successful completion of each certificate's 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-.
- 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.
- Payment of all tuition and fees.
- Applications for certificate completion audits must be made online by the deadlines listed in the calendars at least eight months prior to the anticipated certificate completion. Failure to do so on schedule may result in a delay in the receipt of certificate.

Certificate in Christian Ministry Leadership

The certificate in Christian Ministry Leadership is a great way to explore your graduate education options. The certificate allows you to earn masters level credit, explore degree options, and find out where your leadership skills really are. Upon completing the certificate, students may consider the Master of Ministry in Leadership degree which allows you to further develop yourself as a leader. With courses specifically designed for leadership roles in a broad spectrum of environments, the curriculum allows the corporate, non-profit, government, or ministry-minded employee to thrive in their chosen field.

Certificate in Christian Ministry Leadership: MML 606, 610, 615, 620, and 625.

Certificate in Finance

The Graduate Certificate in Finance provides students with advanced knowledge of financial analysis and decision making. The graduate finance courses cover topics critical to financial planning, analysis, and investment. Experienced and knowledgeable faculty teach students from a Christian worldview on current issues such as theory and practice of finance and capital markets. **Certificate in Finance:** MSL 601, MBA 612, 643, 671, 672 and 673.

Certificate in Health Administration

The Graduate Certificate in Health Administration is an excellent option for students with an undergraduate or graduate degree and are interested in the field of Health Administration. These graduate health administration classes allow students to examine, through the guidance of experienced faculty, the field of Health Administration and all courses are taught from a Christian worldview. **Certificate in Health Administration:** MSL 601, MHA 608, 624, 646, and 668.

Certificate in Human Resources

The Online 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. **Certificate in Human Resources:** MSL 601, 660, 661, 662, and 663.

Certificate in Leadership

The Online 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. **Certificate in Leadership:** MSL 601, 630, 640, 665, and 668.

Certificate in Public Administration

The Graduate Certificate in Public Administration provides students with advanced knowledge of administration and management in the public sector. The graduate public administration courses cover topics critical to public administration law, finance, and analysis. Experienced and knowledgeable faculty teach students from a Christian worldview on current issues such as trends, personal conduct, fiscal management, and rule-making in public administration.

Certificate in Public Administration: MSL 601, MPA 607, 609, 611, and 612.

Certificate in Sports Administration

The Online Graduate Certificate in Sports Administration is a great option for those who already hold an undergraduate or graduate degree but are also interested in the field of Sports Administration. **Certificate in Public Administration:** MSL 601, MSA 608, 624, 646, and 668.

Master of Arts in Biblical and Theological Studies

The Master of Arts in Biblical and Theological Studies online is designed for the student who wishes to pursue an advanced degree in biblical studies. The program will benefit those in the ministry as well as laypersons who wish to develop a better understanding of theology.

M. A. in Biblical and Theological Studies.: 36 hours to include BIB 600, 604, 620, 624, 628, 630, 634, 638, 640, 644, 648, and 650.

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 MBA 601, MBA 612, 613, 624, 640, 643, 646, 658, 664, 680, 682, and 687.

MBA Concentrations

Students wishing to add a concentration (Finance, Health Administration, Human Resources, Leadership, Project Management, Public Administration or Sports Administration) within the MBA may do so at any point in the degree program prior to applying for 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 Finance concentration – 42 hours to include MBA 601, MBA 612, 613, 624, 640, 643, 646, 658, 664, 680, 687, and MBA 671, 672, and 673 (Finance Concentration).

MBA with Health Administration concentration – 42 hours to include MBA 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 MBA 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 MBA 601, MBA 612, 613, 624, 640, 643, 646, 658, 664, 680, 687, MSL 630, 665, and 668.

MBA with Project Management concentration – 42 hours to include MBA 601, 612, 613, 624, 643, 646, 658, 664, 680, 682, 687 and 6 hours from MBA 683, 684, and 685.

MBA with Public Administration concentration – 42 hours to include MBA 601, MBA 612, 613, 624, 640, 643, 646, 658, 664, 680, 687, and (pick 3 of 5) MPA 607, 609, 610, 611, and 612.

MBA with Sports Administration concentration - 42 hours to include MBA 601, MBA 612, 613, 624, 640, 643, 646, 658, 664, 680, 687, and MSA 608, 646, and 668.

Doctor of Business Administration

Objectives of the Doctor of Business Administration

- Prepare students to formulate scholarly research that contributes to the professional body of knowledge relevant to business and management.
- Prepare students to justify current and emerging theory and practice of the key content areas of business management through an interdisciplinary perspective to exigent business situations.
- Prepare students to evaluate the subject matter with a high order of cognitive ability and in a manner that is concise, clear, organized, and professional with well supported, appropriate, and original content.
- Prepare students to synthesize practical applications which contribute to the creation of original theory

Graduation Requirements

In addition to earning 60 semester hours credit with an overall B average (3.00 GPA), a candidate for the Doctor of Business Administration degree must complete all basic course requirements, meet all departmental requirements, complete the online application for degree, and fulfill all financial obligations to the University.

DBA: 60 hours to include BUS 700, 701, 702, 720, 721, 771, 772, 705, 772, 710, 723, 773, 724, 725, 774, 726, 727, 775, 776, 781, 782, 783 and 12 hours from BUS 730, 731, 732, 733, 740, 741, 742, 743, 750, 751, 752, 753.

Master of 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.

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.

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, MBA 640, MPA 605, 606, 607, 609, 610, 611, 612, 615, 620 and 625.

M.P.A. with Human Resources Concentration: 42 hours to include MSL 601, MBA 640, MPA 605, 606, 607, 609, 610, 611, 612, 615, 620 and 625, and 6 hours from the following: MSL 661, 662 and 663.

M.P.A. with Finance: 42 hours to include MSL 601, MBA 640, MPA 605, 606, 607, 609, 610, 611, 612, 615, 620, 625 and 6 hours from MBA-671, MBA-672, and MBA-673 for the Finance concentration.

Master of Science in Information Technology Management

Objectives of the Master of Science in Information Technology Management

- Prepare students to perform critical analysis of complex information technology situations and offer and evaluate alternative solutions.
- Prepare students to apply information technology knowledge, concepts, and frameworks to dynamic business situations.
- Prepare students to lead and manage relevant information technology resources particularly in uncertain and global business environments.
- Prepare students to recognize, analyze, and confront ethical and social responsibility issues in information technology management.

Graduation Requirements

In addition to earning 30 semester hours credit with an overall B average (3.00 GPA), a candidate for the Master of Science in Information Technology Management degree must complete all basic course requirements, meet all departmental requirements, complete the online application for degree, and fulfill all financial obligations to the University.

M.S.I.T.M.: 30 hours to include ITM 600, 604, 608, 612, 616, 620, 624, 628, 632, 650, 670.

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.

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.

M.S.L. with Public Administration concentration: 42 hours to include MBA 601, MSL 624, 630, 640, 643, 646, 658, 660, 665, 668, 670, 686 and 6 hours from the following: MPA 611, 610, 609, and 612.

Master of 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.

GRADUATE SCHOOL OF EDUCATION DEGREE PROGRAMS

Professor David Hand, Ed.D. - Dean

Associate Professor Cynthia Wilkins, Ph.D., Chair of the Graduate School of Education

Professor Catherine Wasson, Ph.D.

Professor Claudia Nisbett, Ed.D., Graduate Reading Literacy

Associate Professor Rebekah Mincey, Ph.D., Director of Master of Arts in Teaching Program

Assistant Professor Mariella Simons, Ph.D., Coordinator of School Leadership and Supervision

Assistant Professor Jim Young, Ph.D., Director of Doctoral Studies

Assistant Professor Tracey Gregory, Ed.D., Graduate Education and Doctoral Studies

For Admission Information see Graduate Admission Requirements listed under Adult Studies – Information for Prospective Candidates.

Graduate Degrees Offered in the School of Education

- **Master of Arts in Teaching – Mississippi Alternate Route Teacher Certification (MAT/ALT CERT)**
- **Master of Arts in Teaching – Non-Licensure (MAT/NL)**
- **Master of Education Curriculum & Instruction (M.ED./C&I)**
- **Master of Education Curriculum & Instruction – Emphasis: Educational Technology (M.ED./C&I/ED TECH)**

- **Master of Education Curriculum & Instructions – Emphasis: Support for National Board Certification** (M.ED./C&I/NBCT)
- **Master of Education in Reading Literacy** (M.ED./RL)
- **Master of Education in School Leadership & Supervision – Licensure** (M.ED./SLA)
- **Education Specialist – School Leadership & Supervision – Licensure** (ED.S./SLA)
- **Education Specialist – School Leadership & Supervision – Non-Licensure** (ED.S./SLA/NL)
- **Doctor of Education – Educational Leadership** (ED.D.)

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 fulfill his or her 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 Graduate School of Education believe that well-prepared teachers and administrators as professional educators are committed to the education profession and to helping improve the educational environment in our schools. At Belhaven, we challenge individuals to stretch themselves as effective educators, to take the lead in their schools, to 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 women’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 as globally.

Building on the University’s tradition, the Belhaven University Graduate School of Education now offers a Master of Arts in Teaching, three graduate Master 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 “Zoom” webinars which offer candidates support in their course work. Courses are offered online during 7 week sessions with 6 sessions offered yearly:

Fall Session 1 – August
 Fall Session 2 – October
 Spring Session 1 – January
 Spring Session 2 – March
 Summer Session 1- May
 Summer Session 2 - July

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 MAT, M.Ed., Ed.S, and Ed.D. degrees by incorporating the **State and Professional Standards** as applicable to the degree content for each respective degree program. MAT and Master of Education in Curriculum and Instruction degrees are aligned, where appropriate, to:

- Council for the Accreditation of Educator Preparation Advanced Standards (CAEP)
- Interstate Teacher Assessment and Support Consortium Standards (InTASC)
- International Literacy Association Standards (ILA)
- Mississippi College and Career Readiness Standards (CCRS)
- National Board for Professional Teaching Standards (NBPTS)

The Master of Education and the Education Specialist degrees in Educational Leadership/School Administration and Supervision programs of study address:

- **Professional Standards for Educational Leaders (PSEL)**, which define educational leadership broadly and provide specificity around performance expectations for beginning level building and district leaders.
- **National Educational Leadership Preparation Standards for Building Level Leaders (NELP)**, which are aligned to *PSEL* standards and 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*
- **Mississippi Educator & Administrator Growth System.**

MISSION STATEMENT

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

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.

MASTER OF ARTS IN TEACHING DEGREE PLAN – MAT

- **Master of Arts in Teaching – Alternate Route to Certification – MAT/ALT CERT**

Four courses leading to Mississippi Alternate Route Teacher Certification – MAT/Alt Cert*

EDU 501 Measurement & Evaluation Strategies +	3
EDU 502 Dimensions of Learning I	3
EDU 503 Dimensions of Learning II	3
EDU 506 Classroom Management & Organization +	3

Master of Arts in Teaching MS Alternate Route Teacher Certification 4 Required Courses **12 Credit Hours**

**Applicants to the MAT/Alt Cert program are required to have successfully passed the MDE compulsory teacher assessment tests: ACT with a 21 or higher, OR qualifying SAT scores, OR a passing score on the CORE exam AND a passing score on a MS approved subject area/content Praxis II test prior to admission to the MAT program.*

+ Denotes courses that are part of the dual enrollment program for undergraduate candidates (see undergraduate Belhaven catalog)

**Applicants seeking a MAT degree without Licensure meet the same course requirements but are exempt from taking the required licensure exams.*

Seven Courses leading to the completion of the full MAT degree

EDU 602 Psychology of the Exceptional Child	3
EDU 612 Curriculum Planning & Organization	3
EDU 621 Assessing Student Learning	3
EDU 622 Teaching Reading & Math Skills	3
EDU 625 Instructional Leadership Skills in the Classroom	3
EDU 628 Advanced Instructional Strategies	3
REA 617 Content Area Literacy	3

Courses for MAT Degree Completion **21 Credit Hours.**

Total 33 Credit Hours

- **Master of Arts in Teaching – MAT/NL (Non-Licensure):**

**Applicants seeking a MAT degree without Licensure meet the same course requirements but are exempt from taking the required licensure exams.*

Non-licensure candidates desiring an elementary 4th-6th teacher endorsement will take REA 511 Foundations of Reading for a total of 33 credit hours in the licensure program. The Foundations of Reading test must be passed before moving to the licensure program.

Non-licensure candidates who are at the end of their program and lack passing scores on licensure exams can take EDU624 and EDU631 to complete their 33 hour degree program. Candidates will have 5 years to obtain a passing score on a licensure exam in order to return and re-enroll in Dimensions I (EDU502) and Dimensions II (EDU503) to qualify for their 5-year renewable license.

MASTER OF EDUCATION DEGREE PLAN – M.ED.

Curriculum and Instruction

- Master of Education – M.Ed./C&I
- M.Ed./C&I with Educational Technology Emphasis - M.Ed./C&I/EdTECH
- M.Ed./C&I with Support for National Board Certification - M.Ed./C&I/NBCT

Master of Education – M.Ed. Curriculum and Instruction

EDU 600 M.Ed. Orientation Seminar	0
EDU 610 Research Methods & Procedures	3
EDU 612 Curriculum Planning & Organization	3
EDU 621 Assessing Student Learning	3
EDU 623 Technology in Education	3
EDU 624*Issues & Innovations in Education	3
EDU 625+Instructional Leadership Skills in the Classroom	3
EDU 628 Advanced Instructional Strategies	3
EDU 630 Engaging Student Learners	3
EDU 631* Individual Instruction for Children with Learning Problems	3
EDU 636* Supervision of Instruction: Collaborating for Accountability	3
REA 617 Content Area Literacy	3
Total 33 Credit Hours	

*In place of EDU 624, EDU 631, & EDU 636 -those working toward the M.Ed./C&I with *Educational Technology Emphasis* degree will take the following three area of emphasis courses:

EDU 641 Integrating Technology into the Curriculum	3
EDU 642 Systematic Design for Learning	3
EDU 643 Educational Applications of Multimedia	3

*In place of EDU 624, EDU 631, & EDU 636 -those working toward the M.Ed./C&I with *Support for National Board Certification* degree will take the following area of emphasis courses:

EDU 651 Differentiated Instruction (16 week one semester session)	3
EDU 652 Interaction with Students (16 week one semester session)	3
EDU 653 Impact on Teaching (16 week one semester session)	3
EDU 635+Instructional Leadership Skills in the Classroom – NBCT Portfolio Defense	3

+ M.Ed./C&I/NBCT candidates take EDU 635 in lieu of EDU 625

Applicants are encouraged to confirm state requirements for teacher educator/administrator certification and/or endorsements with the State Department of Education from the state in which they are employed or desire to be employed. Belhaven University does not guarantee that all individual state licensing or certification requirements as defined in this degree program will meet individual State Department of Education requirements for certifications or endorsements within states other than Mississippi.

MASTER OF EDUCATION IN READING LITERACY DEGREE PLAN M.Ed./RL*

Master of Education in Reading Literacy – M.Ed./RL*

Required Courses (33 credit hours):

EDU 600 M.Ed. Orientation Seminar	3
EDU 610 Research Methods & Procedures	3
EDU 630 Engaging Student Learners	3
EDU 612 Curriculum Planning & Organization	3
REA 608 Early Literacy Instruction	3
REA 611 Literature & Literacy	3
REA 617 Content Area Literacy	3
REA 622 Teaching Reading Skills & Comprehension	3
REA 627 Middle Grade Literacy (4-8)	3
REA 629 Literacy Assessment, Diagnosis, & Remediation	3
REA 632 Practicum in Reading**	3
EDU 625 Instructional Leadership Skills in the Classroom**	3

Total 33 Credit Hours

**Due to the practicum hours required, candidates making application to the M.Ed. degree in Reading Literacy will be required to be a current teacher and provide evidence of presently teaching in a school.*

***Candidates will be required to take and successfully pass the Foundations of Reading Test as a prerequisite to taking REA 632 and EDU 625.*

NOTE: Candidates seeking reading certification must assume responsibility for fulfilling all state requirements. Completion of the Master of Reading can lead to licensure depending on a candidate's state policies and/or requirements.

Applicants are encourage to confirm state requirements for teacher educator/administrator certification and/or endorsements with the State Department of Education from the state in which they are employed or desire to be employed. Belhaven University does not assure that all individual state licensing or certification requirements as defined in this degree program will meet individual State Department of Education requirements for certifications or endorsements within states other than Mississippi.

MASTER OF EDUCATION DEGREE PLAN – M.Ed./SLA

School Leadership Administration - Licensure

Master of Education – M.Ed./SLA - School Leadership Administration –Leading to Mississippi School Administrator License*

Required Courses (33 credit hours):

EDU 644 School & Community Relations	3
EDU 645 Enhancing Curriculum & Instructional Capacity	3
EDU 646 School Law & Ethical Principles	3
EDU 650 Leadership & Management for Effective & Efficient Schools	3
EDU 655 Equity & Cultural Leadership	3
EDU 657 Assessment for Continuous School Improvement	3
EDU 667 Operations & Fiscal Management	3
EDU 669 Human Resource Leadership	3
EDU 675 Literacy Leadership	3
EDU 677 Principal Internship I: Role of the Principal	3
EDU 678 Principal Internship II: Leadership Defense	3

Total 33 Credit Hours

EDU 686 Principal Internship III: Extension (IF NEEDED) 3

Due to the required internship hours for licensure, those seeking Administrator Licensure who are not currently employed in a school building level cannot apply to the Educational Leadership program. Also, candidates seeking licensure

cannot begin the program without a signed agreement from a school building administrator who is willing to serve as their Mentoring Supervisor throughout their course of study.

*After completing the first eight courses for a M.Ed. Degree in School Leadership Administration leading to a Mississippi State Administrator’s License, candidates must take and pass **The School Leaders License Assessment Exam (SLLA)** in order to be recommended for licensure. **Taking the SLLA is a NOT requirement for graduation. Passing the SLLA is a requirement for licensure.***

NOTE: *Candidates seeking administrator certification must assume responsibility for fulfilling all state requirements.*

****OUT OF STATE CANDIDATES:*** *Applicants are encouraged to confirm state requirements for teacher educator/administrator certification and/or endorsements with the State Department of Education from the state in which they are employed or desire to be employed. Belhaven University does not guarantee that all individual state licensing or certification requirements as defined in this degree program will meet individual State Department of Education requirements for certifications or endorsements within states other than Mississippi.*

The Belhaven University School of Education will not be responsible for addressing requirements from individual candidate’s state of residence or from a state in which they may plan to obtain an administrator license.

Graduation Requirements: MASTER DEGREE Completion (all 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 third grade of C is earned, a candidate must repeat one of those courses and earn a grade of B- or better. A course may not be taken more than two times.
- Candidates are required to complete all course requirements and the comprehensive exit process which includes writing the Comprehensive Capstone Paper for MAT/Alt. Cert, MAT/NL, M.Ed./C&I, M.Ed./Ed. Tech, and M.Ed./RL. M.Ed./RL candidates must also complete the Reading Practicum. M.Ed./C&I/NBCT candidates must complete and defend the NBCT Portfolio. M.Ed./SLA licensure candidates must have 320+ internship hours verified before entering the course sequence EDU 677, 675, and 678, during which the internship defense is written and defended.
- Candidates in the M.Ed. (licensure) program in School Administration leading to a Mississippi State Administrator’s License must take and **The School Leaders License Assessment (SLLA)** before Belhaven can make recommendation for licensure, as it is a requirement by the State of Mississippi, as well as many other states. Taking the SLLA is not a requirement for 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 years of starting 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.

Education Specialist DEGREE PLAN

School Leadership Administration – Ed.S./SLA - Licensure*

Education Specialist – Ed.S./SLA - School Leadership Administration –Leading to Mississippi School Administrator License* Required Courses (33 credit hours):

EDU 744 School & Community Relations	3
EDU 745 Enhancing Curriculum & Instructional Capacity	3
EDU 746 School Law & Ethical Principles	3
EDU 750 Leadership & Management for Effective & Efficient Schools	3
EDU 755 Equity & Cultural Leadership	3
EDU 757 Assessment for Continuous School Improvement	3
EDU 767 Operations & Fiscal Management	3
EDU 769 Human Resource Leadership	3

EDU 775 Literacy Leadership	3
EDU 777 Role of the Principal: Principal Internship I	3
EDU 778 Principal Internship II: Leadership Defense	3
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Total 33 Credit Hours	3
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EDU 786 Principal Internship III: Extension (IF NEEDED)	3

Due to the required internship hours for licensure, those seeking Administrator Licensure who are not currently employed in a school building level cannot apply to the Educational Leadership program. Also, candidates seeking licensure cannot begin the program without a signed agreement from a school building administrator who is willing to serve as their Mentoring Supervisor throughout their course of study.

After completing the first eight courses for an Ed.S. Degree in School Leadership Administration leading to a Mississippi State Administrator's License, candidates desiring licensure must take and pass **The School Leaders License Assessment Exam (SLLA) in order to be recommended for licensure. Taking the SLLA is NOT a requirement for graduation. Passing the SLLA is a requirement for licensure.*

OUT OF STATE CANDIDATES: *Out-of-state candidates are required to assume all responsibilities for ascertaining the licensure requirements from the state in which they desire licensure. The Belhaven University School of Education will not be responsible for addressing requirements from individual candidate's state of residence or from a state in which they may plan to obtain an administrator license.*

The Belhaven University School of Education will not be responsible for addressing requirements from individual candidate's state of residence or from a state in which they may plan to obtain an administrator license.

Licensure Requirements:

- Candidates in the Ed.S. (licensure) program in School Administration leading to a Mississippi State Administrator's License will be required to present a written and oral defense of their internship experience in a sequence of courses EDU 777, 775, and 778. Prior to enrollment in those courses, 320+ internship hours must be verified by Belhaven.
- Candidates in the Ed.S. (licensure) program in School Administration leading to a Mississippi State Administrator's License must take **The School Leaders License Assessment (SLLA)** before Belhaven can make recommendation for licensure, as it is a requirement by the State of Mississippi, as well as many other states. Taking the SLLA is not a requirement for graduation.

School Leadership Administration – Ed.S./NL– Non-Licensure

For Candidates who already have licensure in administration or are not seeking licensure in administration.

EDU 751 Historical & Philosophical Perspectives on Educational Practice	3
EDU 766 Transformational Leadership	3
EDU 768 Leadership in the Educational Organization	3
EDU 770 Advanced School Leadership and Public Relations	3
EDU 771 Advanced School Law and Ethics	3
EDU 772 School Organization Analysis	3
EDU 773 Leadership for School Conflict Resolution	3
EDU 774 Trends and the Future in Elementary/Secondary Education	3
EDU 776 Politics of Educational Change	3
EDU 779 Contemporary and Global Considerations in Education	3
EDU 785 Comprehensive Synthesis of Educational Leadership	3
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Total 33 Credit Hours	33

Graduation Requirements: Education Specialist Degree Completion

- Successful completion of the degree curriculum with a minimum cumulative GPA of 3.00.
- No more than one C or C+ grade is permitted in the course of the program.
- Once a second grade of C is earned, a candidate must repeat one of those courses and earn a grade of B- or better. A course may not be taken more than two times.
- Graduate education candidates are required to successfully complete all course Artifacts in order to confirm the knowledge base gained during the course of their plan of study. This requires articulating and demonstrating the ability to critically reflect, evaluate, analyze, and synthesize the content as applied in education and schooling today. See the Graduate School of Education Handbook for specific requirements.

- Candidates in the Ed.S. (licensure) program in School Administration leading to a Mississippi State Administrator's License will be required to present a written and oral defense of their internship experience.
- Candidates in the Ed.S. (licensure) program in School Administration leading to a Mississippi State Administrator's License must take and *The School Leaders License Assessment (SLLA)* before Belhaven can make recommendation for licensure, as it is a requirement by the State of Mississippi, as well as many other states. Taking the SLLA is not a requirement for graduation.
- All credits applied toward the degree must have been completed within five years of starting 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 starting 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 DEGREE PLAN – Ed.D. Educational Leadership

Ed.D. Information, Requirements, and Course Delivery

Program Distinctives

- The program has been designed for the educational practitioner. Consideration has been given to recognizing the challenges of professional adult learners currently holding teaching and school leadership positions and having family obligations.
- All courses are offered online scheduled in eight weeks terms. An exception: the program does require three, one to three day Residency attendance on the Belhaven University Jackson campus: Residency 1(R1) Introduction to the Ed.D. Seminar; Residency 2 (R2) Ed.D. Dissertation Seminar; Residency (R3) the candidate's Oral Defense.
- **The Dissertation Writing Block hours are a full semester in length: EDU 780, EDU 781, EDU 782, EDU 783, and EDU 784.**
- Online courses are scheduled as 7 week courses: Fall 1 August start, Fall 2 October start – Spring 1 January start, Spring 2, March start, and Summer 1 May start, Summer 2 July start.
- 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 administrators in public/private schools/higher education and/or are currently involved in public/private schools/higher education institutions.
- Courses are taught from a Christian worldview perspective.
- The University and its degree programs are accredited by 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) standards for advanced programs.
- Candidates will be required to successfully complete all courses in ***Phase I: Professional Specialized Courses*** before they may advance in the program. ****NOTE: up to 30 credit hours in Phase I will be evaluated and may be accepted from a non-Belhaven earned Education Specialist (Ed.S.) in School Administration degree. Hours to be transferred from an Ed.S. other than School Administration will be evaluated on an individual basis.***
- Before a candidate can progress and begin the Research & Methods courses, 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 702.
- EDU 785: *Educational Leadership Comprehensive Paper* is required of all candidates entering ***Phase II*** of the Ed.D. program with an earned Ed.S. degree from an institution other than Belhaven. This course is also to be taken by Ed.D. Doctoral candidates who completed their Ed.S. licensure degree from Belhaven University, and need to strengthen their writing skills based upon the Graduate Committee's recommendation. However, candidates in EDU 778 who score in the acceptable range upon completion of the optional research-based essay of intent desiring to pursue the Ed.D. will not be required to take EDU 785. Residency 1 (R1) and EDU 785 will determine the candidate's eligibility to matriculate through the Ed.D. program. The Comprehensive Paper is considered a "Gate

Keeping” assessment to be used by the Graduate Education Committee to evaluate a candidate’s eligibility to proceed to PHASE III – Research & Methods courses of the program

- Phase II and Phase III courses are graded on an A, B, C, D, F scale. No plus or minus grades will be recorded. Phase IV courses will receive Satisfactory or Unsatisfactory grades.
- All courses in Phase II and Phase III must be completed with an overall GPA of B or better. No more than one C grade is allowed. Courses cannot be repeated.
- A letter grade of a D or an F will be grounds for automatic dismissal from the Doctoral program, regardless of the candidate’s GPA. Courses in the Doctoral Ed.D. Phase II: Introduction and Pre-Dissertation Phase and Phase III: Research and Methods Phase cannot be repeated or taken a second time.
- Doctoral candidates must maintain continuous enrollment once they begin Phase IV of the Dissertation Block. A minimum of 12 credit hours (4 3-hour enrollments) is required and should be taken in sequence: EDU 780 – EDU 781 – EDU 782 – EDU 783. EDU 784 is the course number for Supplement Dissertation hours as needed.
- Once a candidate advances to **PHASE IV**, the Doctoral dissertation phase, candidates will find that courses EDU 780 – EDU 781 – EDU 782 – EDU 783 are exceptions to the seven week course schedule. These courses are part of the required 12 credit hour dissertation block needed for dissertation research and writing of the dissertation manuscript. These courses run for 16 weeks (one semester) in order to allow a candidate more time to work on writing the dissertation, as well as have time for chair and committee reviews, revisions, and approvals.
- Candidates entering in Phase I will have a seven (7) year 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 entering in Phase II with an earned Ed.S. degree from another institution will have a five year (5) timeframe in which to complete their plan of study and defend their dissertation.
- 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.

Candidates admitted to the Ed.D. program will be required to complete Four (IV) Transition Phases in the course of their degree program. PHASES II & IV include three (3) Residency requirements. Residencies are only one, two, or three days in length.

- **Phase I:** Candidates complete their **Professional Specialized Courses**. No residency requirement
- **Phase II: Pre-Dissertation Phase** – An Intro to Developing the Dissertation -**Residency 1 (R1)** – 2.5 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.

Doctor of Education – Ed.D. Educational Leadership – Four PHASES

PHASE I – Earned Ed.S. Degree

Required Courses (33 credit hours):

Ed.S. Degree from Belhaven		33 hours
Ed.S. Degree from another Institution	30 hours plus EDU 785* (3 hours)	33 hours

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) Comprehensive Synthesis of Educational Leadership*	3

*Leveling course required of those coming into the program with 30 credit hours from an Ed.S. Degree received from another university. Belhaven Ed.S. graduates who need to strengthen academic writing skills based on the Graduate Education Committee’s recommendation may also take this course.

PHASE III – Statistics & Research Design Phase Required Courses (9 credit hours):

EDU 705 Research Design & Methods	3
EDU 710 Research Statistics	3
<i>Choose 1 of 2 Advanced Research Design Courses:</i>	
EDU 712 Advanced Quantitative Statistical Designs	3
EDU 716 Advanced Qualitative Research Methods	3

PHASE IV – Dissertation Phase (Second and Third Residency – R2 & R3, Require Attendance on Campus)**Required Courses (12 credit hours):**

EDU 780 Dissertation Seminar(R2 - 3 Day Residency)	(16 weeks – one semester) 3
EDU 781 Ed.D. Dissertation Block 1 – Proposal Phase	(16 weeks – one semester) 3
EDU 782 Ed.D. Dissertation Block 2 — Method Phase	(16 weeks – one semester) 3
EDU 783 Ed.D. Dissertation Block 3 — Research & Results Phase	(16 weeks – one semester) 3
Dissertation: The Oral Defense (R3 - 1 to 2 Day Residency)	

Total 60

EDU 784 Supplementary Dissertation Hours (as needed)	(16 weeks – one semester) 3
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Graduation Requirements:– Doctor of Education Ed.D. Educational Leadership

- If a candidate begins the Ed.S./Ed.D. program at Belhaven starting with PHASE I, all credits applied toward the Ed.D. must have been completed within seven years (7). If a candidate begins the Ed.D. program at PHASE II due to already holding an Ed.S. degree, the candidate will have five years (5) to complete the program.
- Successful completion of the degree curriculum, PHASEs I-IV, with a minimum cumulative GPA of 3.00.
- No more than one C grade is permitted during matriculation through the degree program.
- Payment of all tuition and fees.
- Doctoral candidates must have successfully defended (orally) their dissertation and have received “Full Dissertation Committee Approval” for their dissertation.
- The dissertation manuscript must have passed all APA formatting and publishing guidelines and have met approval without corrections or revisions.
- Before graduation candidates will be required to submit a published hard copy of their dissertation to: 1) the Graduate School of Education and 2) the Belhaven University Hood Library. Candidates will want to have additional copies hard bound, one for the committee chair as well as a personal copy.
- Before graduation doctoral candidates will be required to follow the School of Education’s policies regarding submitting their dissertation for electronic publication and providing official evidence of having done so. 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**Biblical and Theological Studies (BIB)****600 Biblical Theology (3)**

This course investigates themes of the Kingdom of God and God’s covenants from a biblical-theological perspective.

604 Hermeneutics (3)

This course focuses on the historical-grammatical interpretation of Scripture. Emphasis is placed on understanding the original, intended meaning of Scripture in its canonical context as the basis upon which to make appropriate, practical modern application.

620 Old Testament: Pentateuch (3)

This course explores the Old Testament books of Genesis through Deuteronomy including creation, fall, and covenant promises.

624 Old Testament: Historical Books (3)

This course investigates the Old Testament Historical books of Joshua, 1 Samuel, and 2 Samuel. Attention is given to the fulfillment of God’s covenant promises in the conquest of Canaan and to the establishment of kinship in Israel.

628 Old Testament: Prophetic Books (3)

This course looks at the role of prophecy in the Bible by surveying the major genres used by prophets in the covenant community. By engaging historical, theological and literary perspectives, this course outlines a responsible method of interpreting and applying the prophetic books in the life of the Christian church.

630 New Testament: Gospels and Acts (3)

The first four books of the New Testament, Matthew, Mark, Luke and John, are commonly known as "the Gospels." These books explain the life and ministry of Jesus, and are the basis for most of the distinctive doctrines of Christianity. The book of Acts orients students to the ministries of Jesus' earliest witnesses, the Apostles. Setting their work in historical context, this course also examines the theological and missiological challenges of forming a new social body comprised of Jews and Gentiles together, who worship Jesus the Messiah and bear witness to his rule over all nations.

634 New Testament: Paul and His Letters (3)

Paul passionately proclaimed the good news of individual salvation in Jesus Christ. But this wasn't the heart of Paul's gospel. According to Paul, salvation is not merely about individuals being saved from the wrath of God. Rather, the gospel is about the triumph of Jesus Christ and the kingdom of God. It is about God redeeming and recreating the heavens and earth through Jesus Christ, and about our participation in that renewed world.

638 New Testament: Hebrews to Revelation (3)

This course orients students to the spread of Christianity from the imperial center of Rome to its eastern edges in Asia Minor. Set in the historical context of the rupture with the synagogue and the growing strength of the imperial cult, the general epistles of the New Testament and the Book of Revelation address the reappropriation of Israel's Scriptures in the church and growing persecution for pursuing a unique social identity as the body of Christ. This course examines this challenge to Christian identity in its historical context through the unique lenses of apostolic sermons, letters, and prophetic vision to equip students to appropriate these apostolic resources to shape Christian identity today.

640 Systematic Theology I: Introduction to Theology (3)

This course provides an introduction to the discipline of theology and explores the role that theology should play in life, in the study of Scripture, in the formation of doctrine, and in ministry.

644 Systematic Theology II: God and Scripture (3)

This course explores the biblical doctrines of God and Scripture from a systematic perspective. Topics include God's nature, God's attributes, God's works, God's eternal plan, and God's revelation in Scripture.

648 Systematic Theology III: Humanity and Jesus Christ (3)

This course explores the biblical doctrine of humanity and the biblical doctrine of the person and work of Jesus Christ from a systematic perspective.

650 Systematic Theology IV: The Holy Spirit and Eschatology (3)

This course will first examine the biblical doctrine of the person and work of the Holy Spirit from a systematic perspective. Subsequently, the course will explore the biblical doctrine of eschatology. Specifically, we will examine what the Scriptures teach about the last days, including a variety of challenging topics, such as the afterlife, the general resurrection, and the consummation of Christ's messianic kingdom in the new heavens and new earth.

Business (BUS)**700 Orientation Seminar (Residency I) (0).**

The first of three required four-day residency requirements that 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 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 business 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 business? - What is my purpose? Candidates will defend their thoughts and positions by applying scripture references and biblical principles.

702 Enhanced Writing for Scholarship (3).

This course allows candidates to 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. 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 and Methods (3).

Candidates enrolled in this course will explore multiple approaches to 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 business 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. 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.

720 Business Knowledge Studies (3).

Business Knowledge Studies in Accounting, Finance, Economics, and Statistics is a course that is firmly based upon current business practices designed for effective decision making using quantitative data. While being broad and flexible it is relevant, rigorous, and balanced, thus providing doctoral students with a strong foundation in accounting, finance, economics, statistics. This course is also a key subject in the formative aspects of the student as a consumer, citizen and employee.

721 Human Resource Management (3).

The effective use of human resources through management activities in an organization is a complex task. This course covers the range of HR activities including strategic HR management, legal issues, compensation, labor relations, technical support systems, staffing, recruitment and selection, performance management, and training and development with an emphasis on adult learning and development. Through interactive activities and cases studies, students investigate the practical aspects of HR in real world situations.

722 Emerging Issues in Marketing (3).

This course will cover emerging issues in global marketing and the challenges they bring to developing and managing a global marketing effort. Students will be required to discuss and apply the information presented in this course as a means of thinking critically about how current issues affect elements of the global marketing function. This course is designed to equip students with the knowledge and practices necessary to

craft marketing strategies in the dynamic environment of global markets with consideration to issues, such as, international trade, culture, politics, and technology.

723 Contemporary Issues in Business Ethics (3).

This course examines the ethical issues that arise in business and will develop the knowledge and skills needed by a practicing manager to address these issues and to make sound business decisions.

724 Leadership in Organizations (3).

This course reviews the broad range of leadership theories from trait, behavior and contingency approaches to the more recent frameworks that include transformational, servant, and authentic leadership. Emphasis is placed on how relevant theories can be applied in the context of organizational settings and how managers and leaders can positively impact their organizations. Specialized topics include transformative change, employee engagement, empowerment, ethics, teams and cross-cultural leadership.

725 Emerging Issues in Global Information Technology (3).

This course evaluates the underlying value and uses of information systems in business with regard to operations, management decision-making, and strategy formulation within a global context. The course begins with an overview of information systems concepts, terms and applications and assists learners in building competency in using this knowledge to improve the effectiveness and efficiency with which businesses pursue organizational goals. The course further investigates current issues in e-commerce, cloud computing, information security and the impact of culture on IT systems.

726 Advanced Managerial Communication (3).

This course is designed to explore the strategies of communication in more depth and allow students to apply theoretical and practical knowledge. Students will examine their personal communication styles and enhance their skills at written, oral, and nonverbal communication. Areas examined in the course will include communication networks, organizational channels, barriers to effective communication, including gender and cultural attributes of communication, dealing with conflict, and creating consensus. The course will also explore how technology and the media play a role in communication.

727 Management Science and Analysis (3).

This course examines the scientific and methodological approaches encompassing management theory and research, while exploring the role of the scholar-practitioner as scientist and advocate of evidence-based management. Students will analyze the elements of a scientific study and evaluate the underlying assumptions of qualitative, quantitative, and mixed-methods studies. Students will also identify the strengths and limitations of various approaches and provide recommendations for future research based on a review of current and emerging research literature.

730 Seminar in Global Organization Strategic Management (3).

This course explores the foundations of strategic management in global organizations including value, process, approaches, ethics, analysis, and assessment. (Strategic Management Specialization)

731 Seminar in Organizational Behavior and Social Responsibility (3).

This course focuses on the theoretical and practical implications of organizational behavior as addressed from a social science perspective. (Strategic Management Specialization)

732 Seminar in Applied Management Theory (3).

This course looks at the history of the application of management theory in relation to current management practice. (Strategic Management Specialization)

733 Seminar in Multinational Management (3).

This course uses strategy as a unifying theme to explore the global economy and the impact of managerial decisions. (Strategic Management Specialization)

740 Seminar in Forecasting and Analysis of Emerging Technologies (3).

This course examines key emerging technologies, their development patterns, and the associated impact on industries, industrial competitiveness, and society.

741 Seminar in Management of Technology Strategy (3).

This course examines and discusses how technology-based firms develop and implement business, functional, and technology strategies.

- 742 Seminar in International Issues in Technology Management (3).**
This course explores global business issues and strategies in technology management.
- 743 Seminar in Building Technology Ventures (3).**
This course examines the management of rapid growth in a technology venture.
- 750 Seminar in Incident Response, Disaster Recovery, and Business Continuity (3).**
This course explores the design and management of key business information security functions including incident response plans and incident response teams disaster recovery plans and business continuity plans. Reporting, response planning and budgeting are all addressed.
- 751 Seminar in Legal and Ethical Issues in Cyber Technology (3).**
This course prepares students to participate in the analysis of relevant internet-based legal subjects with an emphasis on their practical application in the “real” world of legislation and governance. It encompasses the development of the technology of computing, the internet, and the need for legal solutions as activities on the internet have expanded crime, commerce, and civil wrongs to a global forum.
- 752 Seminar in Evolving Issues in Cyber Warfare (3).**
This course explores the current state of cyber security from national and international perspectives, and consider cyber-based operations.
- 753 Seminar in Management for Technology Professionals (3).**
This course addresses the challenges of managing technical professionals and technology assets; human resource management; management of services, infrastructure, outsourcing, and vendor relationships; data management and big data analytics; social networking and social metrics; E-commerce and mobile commerce technology; ethical risks and responsibilities of IT innovations; technology governance and strategy; and resource planning.
- 771 Proposal I (1).**
During this course candidates will identify possible research areas for the dissertation under the guidance of a faculty mentor.
- 772 Proposal II (1).**
During this course candidates will conduct a broad literature review under the guidance of a faculty mentor in order to finalize the dissertation topic.
- 773 Proposal III (Residency II) (1).**
During this course candidates will write Chapter 1: Introduction/Statement of Problem and will address the following: a statement of 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. In this four-day conference held and hosted on the Belhaven University main Jackson campus, the candidate will get input and feedback from their peers as well as from their faculty mentor.
- 774 Proposal IV (1).**
During this course 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, and rationale and support for research in the area of the problem/question.
- 775 Proposal V (1).**
During 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 study.
- 776 Proposal VI (Residency III) (1).**
During this course candidates will continue to write Chapter 3 of their dissertation. In this four-day conference held and hosted on the Belhaven University main Jackson campus, candidates will again seek input and feedback from their peers as well as from their faculty mentor. The candidates will also review key concepts from core courses in order to prepare for the comprehensive examination.

781 Dissertation I (3).

During this course candidates will begin the process of writing 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 recommendations 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.

782 Dissertation II (3).

During this course candidates will complete the process of writing Chapter 4: Presentation of Data, Results, and Analysis, and Chapter 5: Evaluation of Results and Recommendations for Future Study.

783 Dissertation Continuation (0).

Faculty mentors will continue to assist candidates in the completion of dissertations.

Information Technology Management (ITM)

- 600 Ethical Decisionmaking (3).** Preparing leaders to resolve complex ethical dilemmas is the focus of this course. Biblical 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.
- 604 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.
- 608 Conflict Resolution (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.
- 612 Project Management (3).** This course address the application of knowledge, skills, tools, and techniques to project activities in order to meet project requirements by covering the key areas encapsulated in the Project Management Body of Knowledge (PMBOK) with an emphasis on issues that differentiate information technology project.
- 616 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.
- 620 Strategic Planning (3).** 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.
- 624 Current and Emerging Technology (3).** This course focuses on the tools and skills needed to evaluate the acceptance and adoption of technology within various types of organizational cultures.
- 628 Disaster Recovery Planning (3).** This course prepares students to design, plan, and execute industry best practices related to conducting organization-wide information assurance initiatives and to preparing an organization for implementing a comprehensive Information Assurance Management Program.
- 632 Cyber Law, Regulations, and Compliance (3).** This course prepares students to participate in the legal analysis of relevant cyber laws and address governance, standards, policies, and legislation.
- 650 Externship (0).** This course provides students with an opportunity to gain practical work experience linking that experience to the information technology management program.
- 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.

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.
- 683 Project Management Essentials (3).**
This course emphasizes planning, while introducing project management fundamentals and principles from the standpoint of the project manager who must plan, organize, execute, and monitor and control non-operational activities to deliver projects on-time, under-budget and within performance objectives. Topics include organization and charters; scope and work breakdown structures; project life cycles,

responsibility matrixes; as well as. planning and control methods such as PERT/CPM, Gantt charts, and earned value.

684 Project Cost and Scheduling (3).

This course highlights the importance of project managers understanding and applying project management tools and techniques to develop and manage project cost, schedule and financial plans. Topics include the software application, MS Project, project cost and benefit estimation; project financial analysis; budgeting; resource allocation; project metrics; and project cost and schedule control using earned value management systems. Attention will also be given to risk and contract and procurement management as students select and complete a course project that integrates project management components.

685 PMP Prep Course (3).

This course examines current topics in project management, and provides a comprehensive review of the Project Management Body of Knowledge (PMBOK) guide. Topics include global project management, leadership, virtual teams and project information systems. In addition, PMI's Project Management framework, which includes the 10 knowledge areas, 5 process groups and 49 processes are covered in preparation for the Certified Associate Project Management (CAPM) or Project Management Professional (PMP) ® certification exam, administered by the Project Management Institute.

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)

606 The Transformational Leader (3).

The course will demonstrate the three approaches of leadership corresponding to three sides of the triangle. Participants will take an interactive approach at recognizing, navigating and applying tactical, strategic and transformational leadership tools. This will prepare the student to effectively diagnose and comprehend optimal strategies to complex, multi-layered issues that surface in the day-to-day work. In the process, participants will sharpen their own leadership skills, thereby creating a deeper level of awareness and leadership acumen.

610 Leading Organizational Culture (3).

One of the primary roles a leader serves in any organization is setting a healthy tone and environment for the organization and its people to thrive. Attitudes and behaviors are shaped by the organization's culture, and leaders play an important role in shaping that culture. This course will help the student explore the basis of organizational culture, what ingredients comprise a thriving organizational culture and how the leader can identify the legacy and shadow culture of an organization.

615 Navigating Ministry Conflict (3).

Ministry is ripe with conflict. Leaders must be skilled in navigating conflict, including the capability to mediate or resolve conflict at the interpersonal level, as well as the organizational levels. Students in this course explore the challenges of managing people in times of perceived conflict and dispute, and they work toward developing skills to identify different types of conflict situations. Students will gain the knowledge of methods effectively manage themselves through conflict and how to leverage conflict for significant breakthroughs. Students also consider the implications of emotion and the multifaceted array of conflict-management styles—factors for which professionals must account. They engage in hands-on, practical exercises in general contingency thinking and action approaches and communication styles designed to help them resolve conflicts and move toward win-win outcomes.

620 Leading Through Change (3).

Many have heard the axiom...change or die! Churches are not exempt from the reality of this phrase. This course focuses on how to lead large-scale organizational change and renewal to set the church on a growth trajectory. We will examine the Transformational Change Model, drivers of change (internal and external), as well as ways to leverage the church's greatest strengths to seize the challenges of tomorrow. For the church to be vibrant and

relevant, its leaders must develop the practical skills to help the church to wrestle with the competing priorities, values, and initiatives.

625 Raising and Managing Resources (3).

This course is a practical approach that builds upon earlier coursework within this program. The student will understand their role as Integrator, relating to the aspects of running the business through strategic, transformational and tactical approaches. The course is divided into two sections of leadership integration; effectively raising resources and healthy fiscal management that is mission focused. The student will learn how to align fiscal needs, oversight and strategy; develop a branding narrative; and cultivate practical processes that support overall vision, culture and philosophical mindset.

630 Leading the Organization as a System (3).

It has been said, “every system is perfectly designed to produce the results it gets.” This course examines the organizations we lead through a systemic lens. Every organization is a system unto itself and must be understood in proper context for transformational leadership to be realized. The students will examine the elements of what makes an organization a system and then practical ways to equip the leader to function in a healthy manner within the system.

635 Building & Leading High Performing Teams (3).

The course will establish the characteristics of high functioning, high performing teams that exist within the organizational structure. The students will be engaged in hands on learning, group discussion, personal reflection and interactive collaboration to understand the premise of teaming, the culture’s impact on performance, and how to build teams with the necessary ingredients for high performance. The course will demonstrate the five types of teams and how to cultivate the desired state of team through examining the five functions of every Team. In the process, participants will sharpen their own leadership skills and understand their role in the team and how to optimize their contribution to the team and organization.

640 The Inner Life of the Leader (3).

Being an effective, authentic, and transformational leader requires considerable self-awareness based on commitment to candid self-reflection and the wisdom to recognize how they can best serve others through creating shared vision for a better future. In this course, students examine their purpose, principles, experiences, skills, capabilities, preferences, and knowledge in context of their leadership aspirations. Students will examine factors that affect their ability to influence and inspire others and create plans to strengthen these leadership skills. Students will learn strategies to navigate in turbulent, changing environments that often pose difficult choices and discover how leaders rise to meet challenges and opportunities.

645 The People Side of Transformational Leadership (3).

This course is a practical approach that builds upon earlier coursework within this program. The student will understand their role as Integrator, relating to the aspects of Culture, People, Strategy, and Leadership. We will dive into two sections of integration; People and Structure. The student will learn how to align and communicate strategy; select, motivate, and develop key leaders; evaluate and execute various forms of church governance; and develop practical processes that support overall vision, culture and philosophical mindset.

650 Navigating Authority, Power and Leadership (3).

Authority and power have long plagued the church, causing multiple divisions, abuses, and devastating compromises to the message of the Gospel. In this course, we will examine the nature of authority and power, and how leaders can create the safe space for the appropriate use of power. We will examine how Jesus used his power for the benefit of others, never for a self-serving end. This course will help the student examine ways to leverage their leadership presence, courage, and humility in various settings.

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)

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: Successful completion of EDU 506 & EDU 501 and hold a *Three Year Temporary MS Teacher License* (MS – teaching in field of license). Candidates are required to have a signed MOU on file with the School of Education that verifies a teaching position in a public or an approved private school (in the candidate’s endorsed content area). Supervised internship provides an emphasis on the application of principles and theories of education through field-based experiences. Candidates will complete online assignments and have a minimum of one observation from a Belhaven University School of Education professor. This course is a full semester course.
- 503 Dimensions of Learning II (3).** Prereq: Successful completion of EDU 506 & EDU 501 and hold a *Three Year Temporary MS Teacher License* (MS – teaching in field of license). Candidates are required to have a teaching position in a public or an approved private school (in the candidate’s endorsed content area). A study of the foundations of school law, social and cultural aspects of the school setting. Includes applications in the field. Candidates will complete online assignments and have a minimum of one observation from a Belhaven University School of Education professor. This course is a full semester course.
- 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.

To complete the full Master of Arts in Teaching Degree (MAT), Candidates are required to successfully complete the following courses for a total of 33 credit hours:

- EDU 601 Psychology of the Exceptional Child
- EDU 612 Curriculum Planning & Organization
- EDU 621 Assessing Student Learning
- EDU 622 Teaching Reading & Math Skills
- EDU 625 Instructional Leadership Skills in the Classroom

- EDU 628 Advanced Instructional Strategies
- RED 617 Content Area Literacy

See the course descriptions for the courses listed here under the [Master of Education Courses](#) heading.

Master of Arts in Teaching MAT/NL (NON-LICENSURE)

Master of Arts in Teaching NOT Leading to Mississippi Alternate Teacher Certification

Master of Arts in Teaching - Non-Licensure

Should candidates in the *MAT – Non-License* program take and pass the required MDE tests for admissions into the *MAT-Alternate Route* degree program and at the time qualifying tests scores are received by the School of Education candidates may request a degree plan change to the MAT-Alt/Cert degree if they desire to attain a MS Alternate Route Teacher License..

The first two (2) MAT/NL courses for are to be taken in the following order:

- 506 Classroom Management & 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.
- 501 Measurement & Evaluation Strategies (3).** Prerequisite: 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. Candidates use strategies for analyzing both group performance and individual needs using authentic measures. Theoretical foundations for evaluation are applied to a practicum experience at one of four levels of licensure: primary, elementary, middle, and secondary.

To complete the full Master of Arts in Teaching Degree (MAT/NL) for non-licensure, candidates are required to successfully complete the following courses for a total of 33 credit hours:

- EDU 602 Psychology of the Exceptional Child
- EDU 612 Curriculum Planning & Organization
- EDU 621 Assessing Student Learning
- EDU 622 Teaching Reading & Math Skills
- EDU 624 Issues & Innovations in Education
- EDU 625 Instructional Leadership Skills in the Classroom
- EDU 628 Advanced Instructional Strategies
- EDU 631 Individual Instruction for Children with Learning Problems
- REA 617 Content Area Literacy

See the course descriptions for the courses listed here under the [Master of Education Courses](#) heading.

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./RL) 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 seminar provides all candidates with information regarding expectations of the program, inclusive of an explanation of dispositions and characteristics expected of adult learners as professional educators. A review will cover: the Graduate School of Education Handbook, APA expectations in the writing style formatting for work submitted, and the capstone process.
- 602 Psychology of the Exceptional Child (3). (MAT degree)**
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). (M.Ed./C&I, M.Ed./C&I/EdTech, M.Ed./C&I/NBCT and M.Ed./RL degrees)** 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).** (MAT, M.Ed./C&I, M.Ed./C&I/EdTech, M.Ed./C&I/NBCT, and M.Ed./RL degrees) Prereq: EDU 628 and REA 617, 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).** (MAT, M.Ed./C&I, M.Ed./C&I/NBCT, and M.Ed./C&I/EdTech. degrees) Prereq: EDU 628 and REA 617, 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).** (MAT degree)
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).** (M.Ed./C&I, M.Ed./C&I/NBCT and M.Ed./C&I/EdTech. degrees)
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.
- 624 Issues & Innovations in Education (3).** (M.Ed./C&I and MAT/NL degrees)
A study of current research into critical issues in the elementary school curriculum, as well as organizational structures and innovations that affect achievement potential.
- 625 Instructional Leadership Skills in the Classroom (3). Capstone Course & Comprehensive Paper REQUIRED for all Master Degree Candidates: MAT, M.Ed./C&I, M.Ed./C&I/EdTech, and M.Ed./RL programs.** Prerequisite: 3.0 cumulative GPA and 27 hours of Graduate EDU and REA courses or permission from the chair of graduate education. Develop skills and attributes necessary to establish and maintain a positive learning environment that maximizes student achievement. Instructional strategies and models of behavioral management are emphasized. Candidates will complete the required **Comprehensive Paper: *Educator as Servant Leader: Living and Modeling a Christian Worldview as a Reflective Practitioner.***
- 628 Advanced Instructional Strategies (3).** (MAT, M.Ed./C&I, M.Ed./C&I/NBCT, and M.Ed./C&I/EdTech degrees) 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 Engaging Student Learners (3).** M.Ed./C&I, M.Ed./C&I/NBCT, and M.Ed./C&I/EdTech and M.Ed./RL degrees) A study of diagnostic instruments and procedures for identifying learning problems and planning remedial instruction appropriate for students in all subject areas.
- 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.

MASTER OF EDUCATION CURRICULUM & INSTRUCTION COURSES

Emphasis: Educational Technology - (M.ED./C&I./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 Systematic Design for Learning (3).**
Enables teachers to design a framework that guides course structure, leads the learner to a topic, removes extraneous distractions, enables focus, and engages the learner.
- 643 Educational Applications of Multimedia (3).**
Multimedia is a powerful tool for creating active learning that motivates and inspires students. This course examines educational applications of multimedia tools focusing on the fundamentals of multimedia design and development.

MASTER OF EDUCATION CURRICULUM & INSTRUCTION COURSES Emphasis: Support for National Board Certification - (M.ED./C&I./NBCT)

- 651 Differentiated Instruction (3). 16 week one semester course; Prerequisite: concurrent registration in NBCT Component 1- Differentiation in Instruction** Gather and analyze information about individual students relative to their learning strengths and needs. Use that data to design and implement instruction that advances student learning and achievement over time. Candidates will write descriptive, analytic and reflective responses to prompts to document meeting of expectations.
- 652 Interaction with Students (3). 16 week one semester course; Prerequisite: EDU 651 and concurrent registration in NBCT Component 2 – Teaching Practices and Learning Environment** Develop effective student interactions that promote learning. Document this accomplishment in two separate videos, showcasing the teaching practices that resulted in student growth. Candidates will describe, analyze and reflect on their own teaching practice and interaction with students.
- 653 Impact on Teaching (3). 16 week one semester course; Prerequisite: EDU 651 and 652, with concurrent registration in NBCT Component 3 – Effective and Reflective Practitioner** Reflect on practices that worked best in improving student performance. Describe and analyze strategies and information gathered that propelled learning, inclusive of collaborative efforts, assessments/data gathered, expectations set, and relationships forged that positively impacted student learning.
- 635 Instructional Leadership Skills in the Classroom – NBCT Portfolio (3). 7-week course; Prerequisite EDU 651, 652, and 653; 3.0 cumulative GPA and 27 hours of graduate EDU/REA courses or permission from chair of graduate education.** Create the documents appropriate for submission for National Board Certification as a teacher. This course serves as the Capstone course for the M.Ed./C&I./NBCT candidates. The National Board Certification Portfolio serves in lieu of the comprehensive paper. Candidates will defend their NBCT portfolio.

Master of Education School Leadership Administration Courses (M.Ed./SLA) - for 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 3.1-3.3: Equity, Inclusiveness & Cultural Responsiveness, and Standard 5.1-5.3: Community and External Leadership of the NELP Standards
- 645 Enhancing Curriculum & Instructional Capacity (3)**
Explore general guidelines, issues, and other foundations for curriculum development and evaluation at elementary, middle, and secondary school levels. Transition from thinking of curriculum for a particular subject

within a classroom setting to thinking of the philosophical frameworks that help shape curriculum and instructional approaches appropriate for improving student performance. Develop an understanding of present state and school curriculum and learn how to effectively restructure and implement curriculum to create professional learning opportunities that improve teaching and learning. Issues of national and state student testing will be addressed.

This course addresses Standard 4.1-4.4: Learning and Instruction and Standard 7.1 – 7.4: Building Professional Capacity of the NELP Standards

646 School Law & Ethical Principles (3)

Engage in the study of district/school policies, procedures and practices from a legal viewpoint. Politics, the relationship of a school district's organization to other units of government, functions of state and local boards of education, and the appellate functions of the state and federal court systems are addressed. 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. Examine ethical principles using the Mississippi Professional Code of Ethics and typical ethical dilemmas that educational leaders face, while determining how to resolve those situations. 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 applicable in individual leadership.

This course addresses Standard 2.2 – 2.3: Ethics and Professional Norms, Standard 3.1 – 3.3: Equity, Inclusiveness, and Cultural Responsiveness, and Standard 6.3: Operations and Management of the NELP Standards

650 Leadership & Management for Effective & Efficient Schools (3)

Examine current issues that affect school leadership and management as a building administrator, as well as issues of district-level leadership and administration. Examine 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- 1.2: Mission, Vision, and Improvement 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 3.1 – 3.3: Equity, Inclusiveness, and Cultural Responsiveness 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 1.2 Mission, Vision, Improvement Standard 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 Standard 6.1 & 6.3: 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: Equity, Inclusiveness and Cultural Responsiveness and Standard 7.1-7.4 Building Professional Capacity of the NELP Standards

675 School Leadership & Supervision Comprehensive Paper (3)

NOTE: This course is taken after EDU677 so that the Action Plan written in EDU677 can be implemented.

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 Standards 1-7 of the NELP Standards as integrated and synthesized during the course of a candidate's plan of study

677 Principal Internship I (3)

NOTE: 320 internship clock hours must be accumulated prior to enrollment in this course.

This is a clinical internship course designed to provide the candidate with educational administration "real time" work experience in an educational school building setting. 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 about strengths and weaknesses recognized in each activity undertaken. The 320+ accumulated clinical Internship clock hours are aligned in a portfolio with the corresponding NELP standards and candidates defend their internship experience in a written format. *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)

Candidates synthesize all artifacts, reflection papers, and internship time logs required in each of the professional core content courses within an oral defense using PowerPoint and/or other documents. Intern candidates present their Internship experiences and summations to the EPP School of Education Review Committee, defending experiences as related to the National Educational Leadership Preparation Standards for Building Level Leaders Standards (NELP), as well as the Mississippi Administrator Growth Rubric. Candidates are required to take The School Leaders License Assessment Exam (SLLA) before completing Internship II. If licensure is desired, the candidate must pass the SLLA, as per MDE requirements.

This course addresses all 8 Standards of the NELP Standards as applicable in a real world and real time school environment.

686 Principle Internship III: Extension (3)

This course serves as a supplementary/extension course for those candidates who have not accumulated the 320 required hours for the Internship experience in time to enrolling EDU677. Candidates will continue to acquire internship clock hours that meet the NELP standards.

EDUCATION SPECIALIST - SCHOOL Leadership Administration Courses (Ed.S./SLA: Administrator 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 3.1-3.3: Equity, Inclusiveness & Cultural Responsiveness, and Standard 5.1-5.3: Community and External Leadership of the NELP Standards

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: Learning and Instruction, and Standard 7.1-7.4: Building Professional Capacity of the NELP Standards

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 - 2.3: Ethics and Professional Norms, Standard 3.3 Equity, Inclusiveness, and Cultural Responsiveness, and Standard 6.3: Operations and Management of the NELP Standards

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 1.1-1.2: Mission, Vision, and Improvement of the NELP Standards***

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 **Standard 3.1-3.3: Equity, Inclusiveness, and Cultural Responsiveness of the NELP Standards***

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 1.2 – Mission, Vision, and Improvement Standard 6.1 & 6.2: Operations and Management of the NELP Standards***

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 **Standard 6.1 & 6.3: Operations and Management of the NELP Standards***

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 **Standard 3.3: Equity, Inclusiveness, and Cultural Responsiveness and Standard 7.1-7.4: Building Professional Capacity of the NELP Standards***

775 Literacy Leadership (3)

NOTE: This course is taken after EDU777 so that the Action Plan written in EDU677 can be implemented

Gain understanding of strategies for assessment of reading and writing literacy practices that teacher use so decision making skill is strengthened when determining materials, instructional practices and assessments to encourage teachers to utilize for enhancing student learning. Learn how to examine available assessment data for use in the decision-making process and to develop professional learning opportunities for teachers so instructional strategies reflect current research and best practices.

This course addresses Standards 1-7 of the NELP Standards as integrated and synthesized during the course of a candidate's plan of study.

777 Principal Internship (3)

NOTE: 320 internship clock hours must be accumulated prior to enrollment in this course.

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.

778 Principal Internship II: Internship Defense (3)

Candidates synthesize all artifacts, reflection papers, and internship time logs required in each of the professional core content courses within an oral defense using PowerPoint and/or other documents. Intern candidates present their Internship experiences and summations to the EPP School of Education Review Committee, defending experiences as related to the National Educational Leadership Preparation Standards for Building Level Leaders Standards (NELP), as well as the Mississippi Administrator Growth Rubric. Candidates are required to take The School Leaders License Assessment Exam (SLLA) before completing Internship II. If licensure is desired, the candidate must pass the SLLA, as per MDE requirements. Candidates seeking direct admission into the Ed.D. program will submit the Ed.D. applicant research-based essay while enrolled in EDU 778.

This course addresses all 8 Standards of the NELP Standards as applicable in a real world and real time school environment.

786 Principal Internship III: Extension (3)

This course serves as a supplementary/extension course for those candidates who have not accumulated the 320 required hours for the Internship experience in time to enroll in EDU677. Candidates will continue to acquire internship clock hours that meet the NELP standards.

**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 Transformational Leadership (3)

The candidate will define and understand his individual strengths and areas for improving his leadership and people skills, as well as develop and enhance leadership influence. Transformational leaders are those who are effective at working with people to impact the social or the work environment and effect positive change. The course has been developed around Kouzes and Posner's noted and highly respected leadership inventory and book *The Leadership Challenge*.

This course addresses PSEL Standard 3: Equity and Cultural Responsiveness, Standard 4: Curriculum, Instruction, and Assessment, and Standard 5: Community of Care and Support for students.

768 Leadership in the Educational Organization (3)

Understand the critical leadership competencies, skills, and characteristics required in providing vision and advancing an organization (the school). Consider leadership theories taken from the business world and other contemporary management and leadership theories/concepts that have emerged over the past several decades. Candidates reflect on their own leadership qualities and skills and consider areas for their own improved personality, professional, leadership, and people skills. Themes of focus include leadership in instruction, curriculum, ethics/moral development, democratic leadership, facilitative strategies, and constructivism, as supported by Christian worldview perspectives.

This course addresses PSEL Standards: Standard 1 – Mission, Vision, and Core Values, and Standard 10 – School Improvement

770 Advanced School Leadership & Public Relations (3)

Attend 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. Candidates develop 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

785 Comprehensive Synthesis of Educational Leadership (3)

Prerequisite – 30 hours from an accredited Ed.S. program in Educational Leadership.

This course is to be taken as a comprehensive capstone paper for those candidates enrolled in the Belhaven Ed.S., non-licensure education leadership degree program. The course is also intended to be taken by Ed.D. Doctoral candidates who already hold an Ed.S. degree (30 credit hours) from another approved and recognized institution other than Belhaven University and who have been officially admitted to the Belhaven University Doctor of Education in Educational Leadership degree program. This course serves as a “gate-keeping” course for the purpose of evaluating and determining the eligibility and ability of candidates to be successful in completing a doctoral level dissertation. This course is also to be taken by Ed.D. Doctoral candidates who completed their Ed.S. licensure degree from Belhaven University, and need to strengthen their writing skills based upon the Graduate Committee’s recommendation. However, candidates in EDU 778 who score in the acceptable range upon completion of the optional research-based essay of intent desiring to pursue the Ed.D. will not be required to take EDU 785.

Doctor of Education - Educational Leadership Courses (Ed.D.)

700 ED.D. Orientation Seminar (1) – Taken on Belhaven campus to meet residency requirement

Serves as an introduction to doctoral level research and the chapter writing process and procedures of the dissertation. Orients candidates to the doctoral dissertation phase of the program via interaction with professors who have taught in the program, as well as those serving as their dissertation chair and other committee members. Defines the expectations for academic research, practice-oriented doctoral level skills, and an explanation of the five chapters of the dissertation. **The first of three required Pre-Dissertation (Phase II) block of courses, EDU 700, 701, &702 - Transition Phase II.*

701 Advanced Christian Worldview (3) – Begins on Belhaven Campus to meet residency requirements

Challenges 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 defend their thoughts and positions by applying scripture references and biblical principles. **The second course in the Pre-Dissertation block of courses (EDU 700, 701, &702 – Transition Phase II). Instruction is on ground during residency then students complete online course assignments.*

702 Enhanced Writing for Scholarship (2) – Taken on Belhaven campus to meet residency requirements

Evaluate personal skills and strategies in academic literacy, including critical reading and scholarly writing. Receive enhanced direction and advice for improving understanding and writing to APA format. Improve research writing skills, practice paraphrasing, and evaluate plagiarism, while practicing scholarly writing via submission of reviews of research literature from publications, journals, and published dissertations. **The third course in the Pre-Dissertation block of courses (EDU 700, 701, &702 – Transition Phase II). Instruction is on ground during residency then students complete online course assignments.*

- 705 Research Design & Methods (3)**
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. Learn to identify to research design paradigms: 1) quantitative research and methods, 2) qualitative research and methods, and 3) mixed design in research and methods. Gain an understanding of the assumption 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)**
Study basic concepts of statistical research. Analyze advanced statistical procedures used in empirical research in educational settings. Gain an understanding of how to describe and summarize statistical information in text, charts, figures, and tables using statistical methods and techniques. Review survey tools and statistical software for institutional research. Develop skills related to data gathering and effective reporting with use of the latest application and support technologies, so candidates are informed relative to preparation for their own research.
- 712 Advanced Quantitative Statistical Design (3)** (Prerequisites: EDU 705 and 710)
Provides the opportunity to develop core knowledge and skills for designing quantitative research at the doctoral level, including understanding data analysis and applying statistical concepts. Consider and study descriptive statistics, inferential statistics, and non-parametric tests traditionally utilized in social and behavioral research. Gain an understanding of the process and rationale for social and educational research in applied settings. Increase personal expertise in designing and conducting research and analyzing quantitative data. Explore use of quantitative statistical software, such as SPSS, to interpret findings and present results. Consider the importance of quality assurance, as well as ethical implications of conducting quantitative research and producing knowledge.
- 716 Advanced Qualitative Research Methods (3)** (Prerequisite: EDU 705 and 710)
Study of qualitative research methodologies including ethnography, case study, phenomenology, critical theory, descriptive research, historical research, and others. 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. Gain the knowledge of analyzing data (thick data) gathered from a qualitative research method by applying qualitative research analysis such as memo writing, coding, finding themes etc. Understand validity and reliability as applied to qualitative research. Consider the nature of qualitative inquiry; the importance of quality assurance; and the ethical, legal, and social change implications of conducting qualitative research.
- 718 Mixed Methods Research Design (3)** (Prerequisite: EDU 705 and 710)
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. Candidates will also study how to evaluate the use of a mixed design and a mixed methodology in their research.
- 780 Dissertation Seminar (3) - 16 weeks- one semester; 3 Day Residency Required on Campus** (Prerequisites EDU 700, EDU 701, EDU 702, EDU 705, EDU 710 and EDU 712 or EDU 716)
Engage in planning and preparation for the dissertation phase of the doctoral program. Formulate research questions and a proposal, in preparation to manage a review of literature as well as design and conduct the research. Work directly with your dissertation chair and committee to refine the research question/problem, and discuss the literature and methodology planned for use. Gain valuable insights and information on organizing an Institutional Review Board (IRB) application. Discuss a timeline for research and writing, as well as suggestions for surviving the compilation of the dissertation. Receive support online in writing the draft copy of the prospectus. ***The Second Residency (R2) is taken after completion of professional content core courses and the first residency, as well as courses in statistics, research, and design.*
- 781 Ed.D. Dissertation Block 1 (3) - 16 weeks- one semester** Prerequisite EDU 780
Proposal Phase. Write Chapter 1: Introduction/Statement of Problem and address the following: a statement of 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.

Conduct a highly-focused review of the literature for *Chapter 2: Review of Literature*, which will inform the question and problem. Provide sections within Chapter 2 to include but not be limited to the history behind the problem/question, importance of the problem/question, and rationale and support for research in the area of the problem/question.

- 782 Ed.D. Dissertation Block 2 (3) - 16 weeks- one semester** Prerequisite EDU 781
Methods Phase. Write *Chapter 3* of the Dissertation to include, but not be limited to: 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). *This is done after Chapters one and two of the Dissertation are completed and approved by the Dissertation Chair.*
- 783 Ed.D. Dissertation Block 3 (3)- 16 weeks- one semester** Prerequisite EDU 782
Research/Results & Oral Defense Phase. Compose *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 (methodology), 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 on the hypotheses and research question, also providing suggestions for future research and study regarding the problem/question addressed in the original proposal. The candidate will address how the study has added to the body of knowledge. Present an **oral defense** of the dissertation on the main Jackson campus, which is a **Residency requirement**. **This is begun done after Chapter three of the Dissertation is completed and approved by the Dissertation Chair. The oral defense is done after the Dissertation Chair has approved all chapters within the dissertation.*
- 784 Ed.D. Supplementary Dissertation Hours (3) - 16 weeks- one semester** Prerequisite EDU 783
 Doctoral candidates who need additional time to complete their dissertation study, have not achieved final dissertation manuscript approval, and/or have not passed the oral defense by the end of the semester of enrollment in EDU 783, will enroll in this course as continuous enrollment must be maintained. Candidates will be allowed to enroll in EDU 784 a maximum of two consecutive semesters. Thereafter, special consultation with the candidate's dissertation committee and the Graduate School of Education Chair will be required to determine if the candidate will be allowed to continue in the Ed.D. program.
- 785 Comprehensive Synthesis of Educational Leadership (3)**
 Prerequisite – 30 hours from an accredited Ed.S. program in Educational Leadership.
 This course is to be taken as a comprehensive capstone paper for those candidates enrolled in the Belhaven Ed.S., non-licensure education leadership degree program. The course is also intended to be taken by Ed.D. Doctoral candidates who already hold an Ed.S. degree (30 credit hours) from another approved and recognized institution other than Belhaven University and who have been officially admitted to the Belhaven University Doctor of Education in Educational Leadership degree program, it serves as a *leveling course* for those coming into Belhaven already holding an earned Ed.S. degree. The course serves as a “gate-keeping” course for the purpose of evaluating and determining the eligibility and ability of candidates to be successful in completing a doctoral level dissertation. This course is also to be taken by Ed.D. Doctoral candidates who completed their Ed.S. licensure degree from Belhaven University, and need to strengthen their writing skills based upon the Graduate Committee's recommendation. However, candidates in EDU 778 who score in the acceptable range upon completion of the optional research-based essay of intent desiring to pursue the Ed.D. will not be required to take EDU 785.

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 Chair of Graduate Education. Passing the Foundations of Reading test prior to enrollment is required.
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)**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, servanthood 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).

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 understanding efficiency verses 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.
- 615 State and Local Government Administration (3).**
This course examines the organization, structure, function, and operations of state, county and local governmental entities. State constitutional and regulatory requirements and constraints will be examined in conjunction with federal limitations. Administrative operations will be reviewed with emphasis on purchasing, contracting, human resources, financial administration, reporting, and ethical considerations particularly relevant to public servants at the subnational levels.
- 620 Research for Public Administrators (3).** Pre-req: MPA-604, 606, 607, 609, 610, 611, 612, 615
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 in the public sector. Quantitative and qualitative approaches are compared along with assessing various data collection methods, including the development of questionnaires and interviewing skills. Students deliver an oral and written summary of their research efforts, including key components of effective research such as the history and selection of the project topic, methods selected to investigate and collect information, and bibliographical resources.
- 625 Public Administration Capstone and Program Assessment (3).** Pre-req: MPA-620
The integrative capstone presentation of the research project initiated in MPA620. 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. Competency will also be evaluated through a comprehensive assessment of student's retained knowledge of programmatic learning objectives for public administration.

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.

Betty 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.

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.

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.

Joan Murff Allen Memorial Endowed Scholarship Fund

This scholarship was established in 2019 by Albert E. Allen in memory of his wife, Joan Murff Allen (Belhaven University, Class of 1950). The scholarship will be awarded to an incoming freshman for the duration of a Baccalaureate degree, not to exceed ten (10) semesters. The recipient shall be a person who: (1) is pursuing a degree in Economics, Education, History, Music, Nursing, or one or more of the S.T.E.M disciplines or pursuing a degree in a major leading to Christian Ministry and demonstrates financial need unmet by government grants, (2) scored at least a 21 on the ACT or at least a 1030 on the SAT, (3) have a written recommendation from his/her Protestant Christian minister that has known the applicant for at least

5 years, (4) shall maintain a min. 3.0 GPA each semester while attending. Special consideration is given to young women who exhibit extraordinary ability and have a special need for financial assistance to attend.

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.

Matthew 20:28 Award

Belhaven University presents the Matthew 20:28 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.

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.

Nursing Clinical Excellence Award

This award is presented by the School of Nursing faculty to a graduating senior nursing student who best exemplifies excellence in clinical practice. Clinical excellence is demonstrated through nursing practice grounded in Christian caring, competence, and compassion.

Outstanding Senior Nursing Student Award

An outstanding senior nursing student is selected from each graduating class by the School of Nursing faculty. The award is presented to the student who has attained scholastic achievement as evidenced by a GPA of 3.0 or higher, outstanding performance as a nursing student, has been active in service to the community and has shown dedication to the school and to the nursing profession.

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.*

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. Mark Belcher Memorial Scholarship

This scholarship is awarded to a student majoring in exercise science, pre-med, or a related field and may be renewed each year by maintaining a 3.0 GPA.

James A. and 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.

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 Betty and Ray Blanchard Memorial Scholarship

This scholarship was established in 2016 in memory of Betty and Ray Blanchard by their daughter, Dr. Susan Blanchard. The scholarship will be awarded annually to one student classified as a junior pursuing a pre-med course of study that demonstrates a strong 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.

Charlotte Rose Causey Music Scholarship

This scholarship is to be awarded to a vocal performance major demonstrating high character and moral grounding. It may be renewed annually by maintaining a 2.5 GPA.

Dr. Alfred and Mrs. Betsy Chestnut Scholarship

This scholarship is awarded to an incoming freshman intending to major in biology with a composite ACT score of 27 or greater and demonstrating financial need. The scholarship may be renewed if continuing to study biology and maintaining a 3.0 GPA.

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.

Cook Family Endowed Scholarship

This scholarship is awarded to a full-time, residential student, preference being given to a student performing work-study in the college library, that demonstrates financial need. It may be renewed annually by maintaining a 2.5 GPA.

Dr. Skip and Tay Wise Copeland Scholarship

This scholarship is awarded to a student(s) majoring in pre-med, music, or related field of study. It is renewable each year by maintaining a 3.0 GPA.

Paul Mitchell "Mitch" Crimm, Jr Memorial Endowed Scholarship Fund

Honoring the life and memory of Paul Mitchell "Mitch" Crimm, Jr. (Class of 1983). The Scholarship will be awarded to an incoming freshman for the duration of a Baccalaureate degree from the University, not to exceed ten (10) semesters. The priority of award be as follows: (a) a student who is a physically challenged person in need, (b) a person who is willing to assist a physically challenged person in need for 40 hours per semester, (c) anyone Belhaven selects on a need basis. The Scholarship recipient shall maintain a minimum 3.00 grade point average (GPA) each semester while attending the University.

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.

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.

John D. Henderson Memorial Dance Scholarship

This scholarship is awarded to a student(s) pursuing an MFA in Dance that demonstrates academic merit and financial need unmet by government grants.

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.

The Kennedy Scholarship: In Memory of Vernon Roy and Doris Flemming Kennedy and Their Son, Dr. Verne Kennedy, Belhaven President 1978- 1986

The scholarship is awarded annually to a student who has enhanced the spiritual life of the student body by demonstrating an aptitude for full-time Christian service and been recommended by his pastor or session. It is not restricted to a student(s) already on campus, but may be used for incoming freshmen if all qualifications of the scholarship are met in the estimation of the endowment awarding committee.

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 with priority given to minority applicants and students with involvement at Voice of Calvary Ministries and Mendenhall Ministries. These students shall demonstrate financial need, and the scholarship may be renewed each year with a 2.0 GPA. It may also be awarded to a minority student studying art or music.

Lewis and Clare Luke Scholarship

This scholarship is awarded annually to a student demonstrating high character and moral grounding. It may be renewed by maintaining a 2.5 GPA.

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. It may be renewed with a 2.25 GPA.

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.

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.

Christina Caroline Morris Nursing Scholarship

This scholarship is to be awarded to a student maintaining a 3.0 GPA seeking a traditional BSN in Nursing and demonstrating financial need unmet by government grants. First preference will be given to students from Wilkinson or Calhoun Counties in Mississippi.

Mary Margaret Morris Endowed Business Scholarship

This scholarship is to be awarded to a student in the school of business or accounting that maintains a 3.0 GPA and demonstrates clear financial need. First preference will be given to students from Calhoun or Wilkinson County, MS or East Feliciana Parish, LA.

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.

Kenneth and Maisie Nipp Endowed Scholarship

This scholarship is to be awarded to a student seeking a BFA in Dance, of Asian ethnicity/heritage, and have financial need unmet by government grants.

Ramie McLeod Phillips Scholarship

This scholarship is awarded to a student(s) demonstrating financial need and a commitment to leadership, citizenship, and scholarship. It may be renewed by maintaining a 2.5 GPA.

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.

Mary Virginia Potts Memorial Scholarship

This scholarship is awarded to a student(s) majoring in music or a related field that demonstrates a commitment to leadership, citizenship, and scholarship. It may be renewed by maintaining a 2.5 GPA.

The Bettye Quinn Memorial Endowed Education Scholarship

Honoring the life and service of Bettye Quinn to Belhaven University and to the educators and citizens of Mississippi. A candidate who is fully admitted into the Teacher Educator Preparation Program (TEPP) will be provided scholarship information upon admission to the TEPP which take place usually in the spring of the candidate's sophomore year. To be considered for the scholarship, a qualified applicant shall submit the following: 1) documentation of GPA, 2) a 500 to 1,000-word essay, and 3) a letter of recommendation from a former teacher [not a Belhaven professor/instructor], former or current employer, or a minister. The essay should address the applicant's community service in demonstrating servant leadership and vision for living out Dr. Quinn's emphasis on kindness in making a difference in the classroom. The deadline shall be July 1 prior to beginning the applicant's junior year. The scholarship recipient must maintain a 3.00 grade point average (GPA) each semester while attending the University. If the recipient's GPA falls below 3.00 for a term, the recipient's scholarship shall be terminated.

Marion Davis and Elise Davis Ridgway Scholarship

This scholarship is to be awarded to a student majoring in biology, chemistry, or math and pursuing a career in the health professions. This student must demonstrate financial need, and the scholarship may be renewed by maintaining a 3.5 GPA.

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.

Eunice Holleman St. John Endowed Scholarship

This scholarship is awarded to an English major(s) that has demonstrated academic success and has financial need unmet by government grants.

Susan D. Stowe Endowed Scholarship

This scholarship is awarded to a professing Christian junior or senior dance major pursuing a BFA. It may be renewed annually by maintaining a 2.5 GPA.

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.

Vicksburg Medical Foundation Nursing Scholarship

Established by the Vicksburg Medical foundation in 2015, this scholarship will be awarded annually to nursing students from Warren, Yazoo, Sharkey, Issaquena, and Claiborne Counties in Mississippi or Tensas and Madison Parishes in Louisiana.

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.

Westminster Presbyterian Church – Helen Cloud Scholarship

This scholarship is awarded to full-time, traditional undergraduate students that are active members of Westminster Presbyterian Church (EPC), Laurel, MS.

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. and Ph.D., University of Maryland

LeeLee Partridge (2012), Executive Administrative Assistant to the President
B.A., Louisiana State University

PROVOST and Vice President for Academic Affairs

Bradford Smith (2014), Provost and Vice President for Academic Affairs
B.S., Tufts University; M.Div., Gordon-Conwell Theological Seminary; Ph.D., M.A., Claremont Graduate University; Ph.D., M.A., University of Massachusetts

Latona Banks (2019) Administrative Assistant to the Dean of the School of Nursing and Graduate Education
B.A., Jackson State University

Kim Campbell (2017), Executive Assistant to the Provost
B.A., Belhaven University

Tracy Ford (2012), Dean of Worldview Studies
B.S. and M.B.A., University of Georgia; M.A. in Missions, Reformed Theological Seminary; M.A. in English, Mississippi College; Ph.D., University of Mississippi

David Hand (2013), Dean of the School of Education
B.A. and M.A., Oral Roberts University; Ed.D., Oklahoma State University

Alicia Harper (2011), Executive Assistant to the Associate Vice President for Academic Support
B.A.M., Belhaven University

Keri Jensen (2010), Associate Director of Student Care and Parent Liaison
B.S., Belhaven University

Sandra Kelly (2007), Director of Student Care
A.A., Hinds Community College, B.S., Mississippi College, M.S.L., Belhaven University

Claire Langley (2008), Director of Career Services
B.S., William Carey University; M.S.L., Belhaven University

Ralph A. Mason, III (1995), Dean of the School of Business
B.A., Duke University; M.Ed., Ph.D., University of North Carolina

Aaron Pritchett (2017) Director of Institutional Research and Academic Systems
B.S., Liberty University

Jennifer Reese (2006), Administrative Assistant to the Music Department
B.S., Jackson State University

Rebecca Romine (2018) Athlete Student Care Officer
B.S., M.B.A., Jacksonville State University

Carol Simmons (2008), Administrative Assistant to Dean of Education
B.S., University of Mississippi

Melissa Thorson (2001), Director of the Honors Program; Professor of Art History
B.A., Belhaven University; M.A., Ph.D., Emory University

Megan Voos (2013), Administrative Assistant to the Dance Department
B.S., California Polytechnic State University

Claire Waycaster (2014), Academic Affairs Administrator
B.A., Mississippi College

Donna Weeks (1999), Dean of Academic Support
B.S., Belhaven University

Vicki Wolfe (2017), Associate Vice President for Academic Support
B.A., Southeastern Bible College; M.Ed., Southern University, A&M; Ed. D., University of Tennessee

TRADITIONAL ADMISSION

Caitlin Dunn (2019), Admission Counselor,
B.F.A., Belhaven University

Michelle Gestes (2018), Admission Counselor
M.S., Mississippi College

Stefanie Grayson (2015), Admission Counselor
B.F.A., Belhaven University

Michael Hawkins (2013), Assistant Director of Admission
B.A., Belhaven University

Tracy Hilaire (2019), Admission Counselor
B.A., Belhaven University

Lori Kimes (2018), Manager of Admission Operations
B.S., University of New Hampshire; M.A.T., Missouri Baptist

Michaela Lin (2018), Admission Counselor
B.F.A., Belhaven University

Erica Lorelli (2017), Admission Coordinator
B.B.A., Iona College

Gina McCorkle (2018), Assistant Director of Admission
B.A., Ball State University; M.S., Bucknell University

Melissa Pierce (2017), Assistant Director of Admission Operations
B.A., Grove City College; M.A., Reformed Theological Seminary

ADULT, GRADUATE AND ONLINE STUDIES

Audrey Kelleher (2007), Vice President for Adult, Graduate, and Online Studies
B.S.B.A., M.Ed., University of Central Florida; Ph.D. Barry University

Jessica Brock (2019) Curriculum Operations Coordinator

Stacey Donaldson (2019), Instructional Designer
B.A., University of Southern Mississippi; M.A., William Carey University; Ph.D., Walden University

Ken Elliott (2013), Dean of Curriculum
B.A., Belhaven University; M.A., University of South Florida; M.Div., Reformed Theological Seminary; Ph.D., Mississippi State University

Lori Farmer (2003), Executive Administrative Assistant to the Vice President for Online Academic Affairs
Marshalltown Community College; Certified Professional Secretary

Keiandria George (2017), Curriculum Coordinator
B.A., University of Southern Mississippi

Callie Grant (2019), Project Manager
B.A., Mississippi College

Theresa Dolansky (2011), Administrative Assistant to the Dean of Adult, Graduate, and Online Studies
B.B.A., Belhaven University

Mark Alan Hunter (2015), Instructional Designer
B.A., Western Kentucky University; M.A., East Tennessee State University; M.Div., Samford University; Ph.D., University of Alabama

Genice Knight (2019), Faculty Development Coordinator
M.S.L., Belhaven University

Cynthia Moore (2015), Assistant Instructional Designer
B.A., Jackson State University

Marilyn Page (2019), Assistant Instructional Designer
B.S., Mississippi State University

Fran Powell (2016), Curriculum Coordinator
B.A., University of Southern Mississippi

Kim Priesmeyer (2012), Dean of Adult, Graduate, and Online Studies
B.S., Ball State University; M.A., University of Houston – Clear Lake; Ed.D., Sam Houston State University

Spencer Smith (2019), Director of Instructional Design
B.S., Mississippi College

Xuan 'Sabrina' Song (2019), China Coordinator
B.B.A. and M.B.A., Mississippi College

Gennifer Thompson (2019) Curriculum Coordinator
B.A., University of Southern Mississippi

Rick Upchurch (2014), Associate Vice President for Adult, Graduate, and Online
Studies
B.A., and M.A., Olivet Nazarene University; D.Min., Drew University

Joe Villarreal (2010), Director of Canvas Support
A.A., Hinds Community College

ADULT, GRADUATE, AND ONLINE ENROLLMENT AND STUDENT SERVICES

Kevin Russell (2003), Vice President for Enrollment and Marketing
B.B.A., Millsaps College; M.B.A., University of Texas at Austin; Ed.D.,
University of Mississippi

Deborah Adams (2016) Associate Director of Enrollment
B.A., Roberts Wesleyan University

LaKeshia Alexander (2015), Student Services Advisor
B.S., University of Southern Mississippi; M.A., University of North Carolina;
Ph.D., University of Southern Mississippi

Shemekka Anderson, (2019), Enrollment Counselor
B.A., Jackson State University; M.A., Liberty University

Mary Bakarich (2019), Student Services Advisor
B.S., Belhaven University; M.A., Reformed Theological Seminary

Deborah Bramlett (2014), Administrative Assistant

Renea Brandon (2019), Associate Director of Enrollment
B.A., Mississippi University for Women; M.S., University of West Alabama

Lisa Britt (2019), Online Admission Counselor
B.S., Mississippi State University

Samantha Gray (2018), Student Services Counselor
B.B.A., Mississippi State University

Tondra Hart (2018), Enrollment Counselor
M.B.A., Bryan College

Shelia Horne (2017), Director of Admission
B.G.S., University of Mississippi

Paul Husband (2013), Assistant Director of Admission
B.A., Belhaven University; M.A., Reformed Theological Seminary

Alexis Jackson (2016), Senior Online Enrollment Counselor
B.B.A., Jackson State; M.B.A., Strayer University

Erica Johnson (2001), Assistant Vice President for Enrollment and Student
Services
B.S.B.A., Samford University; M.B.A., Belhaven College

Crystal Lewis (2012), Student Services Advisor
B.A., Mississippi State University; M.S., Mississippi College

Sean McCarthy (2019), Assistant Director of Student Services
B.S., Minnesota State University

Larissa McCutchen (2010), Associate Director of Admission
B.S., Covenant College; M.B.A., Belhaven University

Jamie McDonald (2014), Director of Student Services
B.A., Crichton College; M.Ed., Union University

Tim Moak (2018), Business and Community Enrollment Specialist
B.M. and M.M., Mississippi College

Jordan Morrow (2019), Student Services Advisor
B.S., University of Southern Mississippi

David Moss (2017), Senior Student Services Counselor for Online
B.A., Tulane University

Vicki Pitts (2012), Associate Director of Admission
B.S., University of Southern Mississippi

Mallory Robertson (2018), Enrollment Counselor
B.S., Oklahoma State University

Erica Scardino (2018), Regional Director of Enrollment

Kathleen Sloan (2010), Manager of Online Admission Operations
B.S., Mississippi State University

Suzanne T. Sullivan (2000), Assistant Vice President for Adult, Graduate, and
Online Enrollment
B.A., Mississippi State University; M.B.A., Belhaven University

Maureen Tarrant (2019), RN to BSN Representative
B.A., University of Western Ontario; B.S.N., Crown College

Catina Tate (2015), Assistant Director of Online Student Services
B.S.B.A and M.S., Mississippi College

Lacy VanDevender (2012), Enrollment Coordinator
A.A., Brevard Community College; B.S., University of Phoenix

Natalie Weaver (2016), Enrollment and Student Services Advisor
B.S., Mississippi College

Deloris White (2019), Student Services Advisor
B.A., Tougaloo College; M.B.A. and M.H.A., Belhaven University

Angela Willcoxon (2015), Campus Coordinator
B.S.B.A., Ashford University

Lisa Woods (2015) Assistant Director of Admission
B.S.B.A., University of Hartford; M.B.A., Southern New Hampshire University

ATHLETICS

Scott Little (2001), VP for Athletics and Student Development/Director of
Athletics
B.A., University of Mobile; M.Div., Southwestern Baptist Theological Seminary

Aaron Barnard (2019), Graduate Assistant for Athletic Training
B.S., Hardin-Simmons University

LaRon Bennett (2019), Head Men's and Women's Track and Field Coach and
Head Men's and Women's Cross Country Coach
B.S., University of Georgia; M.A., University of Phoenix

Brianna Blackwell (2016), Assistant Women's Soccer Coach and Assistant
Strength & Conditioning Coach
B.S., Mississippi College; M.B.A., Belhaven University

Molly Boyer (2018), Graduate Assistant for Volleyball
B.S., Belhaven University

Stephen Calder (2010), Head Women's Basketball Coach
B.S., Troy University; M.S.A., Belhaven University

Steve Carson (2019), Defensive Coordinator for Football
B.S., Drake University; M.Ed., Eastern Illinois University

Josh Clarke (2014), Assistant Baseball Coach
B.S., Belhaven University

Bry Castro (2018), Graduate Assistant for Softball
B.S., University of Mississippi

Matt Conner (2015), Recruiting Coordinator and Offensive Line Coach for
Football
B.A., University of Mississippi

Justin Dee (2013), Head Volleyball Coach
B.S., Liberty University

Johnny Ellis (2018), Graduate Assistant for Men's and Women's Soccer
B.A., University of St. Mark & St. John

Dr. John Estes (2012), Faculty Athletics Representative (FAR); Assistant Professor
and Chair of Mathematics
B.S., Oral Roberts University; M.S. and Ph.D., University of Mississippi

Courtney Fairley (2013), Assistant Softball Coach
B.S., Belhaven University; MSA, Belhaven University

Dylan Foley (2017), Director of Athletic Communication/SID
B.S., Belhaven University

Maci Fox (2018), Head Athletic Trainer
B.S., Lee University; M.Ed., Valdosta State University

Tyler Freeman (2018), Head Men's Golf Coach and Director of Game Day Operations
B.S., Martin Methodist College; M.B.A., Shorter University

James Gledhill (2019), Assistant Men's Soccer Coach
B.S., University of Mobile; M.S., Mississippi College

Callie Goss (2016), Head Cheer Coach
B.S., Belhaven University

Kevin Griffin (2011), Head Softball Coach and Assistant AD for Athletics Communication
B.A., Bellevue University

Carl Griffiths (2014), Men's Soccer Head Coach
B.S., Wheaton College

Austin Gund (2018), Offensive Line Coach for Football
B.A., University of Richmond

Kimberly Harrell (2018), Head Women's Soccer Coach
B.S., Mississippi State University; M.Ed., Mississippi College; Ed.S., Arkansas State University; Ed.D., Belhaven University

Casey Kirk (2016), Band Director
B.A., Mississippi College; M.A., University of Southern Mississippi

Katie Kyzar (2019), Assistant Athletic Trainer
B.S., Delta State University; M.S., Auburn University

Kevin Kyzar (2019), Graduate Assistant for Athletics Communication
A.A., Jones County Junior College, B.A., University of Southern Mississippi

A'Kendra Lewis (2018), Graduate Assistant for Men's and Women's Track and Field
B.S., Jackson State University

Blaine McCorkle (2018), Head Football Coach
B.S., Louisiana State University

Jourdan McNeil (2018), Graduate Assistant for Football-Running Backs
B.S., East Texas Baptist University

Alec Miller (2018), Graduate Assistant for Strength and Conditioning
B.S., University of Southern Indiana

Kenneth Nash (2019), Graduate Assistant for Athletics Communication
B.S., Mississippi College

Sara Navarro (2019), Graduate Assistant for Game Day Operations
B.A., University of Texas at Dallas, M.B.A., Belhaven University

Keri O'Neil (2018), Assistant Women's Basketball Coach
A.S., Snead State Community College; B.S., Martin Methodist College; M.A., Morehead State University

Kyle Palmer (2019), Head Baseball Coach
B.S., Texas Lutheran University; M.Ed., Texas A&M University

Jordan Potts (2018), Graduate Assistant for Football-Linebackers
B.S., Bethel College

Daniel Prado (2015), Head Men's and Women's Tennis Coach
B.S., Belhaven University; M.B.A., Belhaven University

Rebecca Romine (2018), Athlete Student Care Officer
B.S., Jacksonville State University; M.B.A., Jacksonville State University

Scott Smouse (2018), Assistant Football Coach and Offensive Coordinator
B.S., Appalachian State University, M.S., Louisiana State University

Carson Stewart (2019), Graduate Assistant for Football – Wide Receivers
B.S., Frostburg State University

Carla Tejas (2018), Graduate Assistant for Women's Soccer
B.S., Louisiana State University at Alexandria

Johna Van Every (2019), Administrative Assistant to VP and Director of Athletics

Beth Vansant (2018), Associate Director of Athletics for Compliance and Administration/SWA
B.A., Cedarville University; M.S., Georgia State University

Alvin Vaughn (2018), Graduate Assistant for Football – Defensive Backs
B.A., Belhaven University

Jonathan Vines (2014), Head Men's Basketball Coach
B.A., University of Mississippi

Jay Welborn (2017), Assistant Men's Basketball Coach
B.A., Samford; M.Div., Beeson Divinity School

Aaron Wood (2019), Director of Strength & Conditioning and Director of Football Operations
B.S., Liberty University

CAMPUS OPERATIONS

David Potvin (2001), Assistant VP for Campus Operations and Director of Security
C.N.A., Fanshawe College, London, Ontario Canada

Clinton Bagwell (2008), Maintenance Technician

Charles Barry (2009), Security Officer

Randy Bell (2014), Maintenance Locksmith

Jeanette Blakely (2015), Housekeeper

Wade Bullie (1999), Maintenance Technician

Nate Cannon (2006), Security Officer

De'Angela Cates (2018), Security Officer, Part-time

Rebecca Cochran (2007), Conference Services Coordinator
A.A., Hinds Community College

Jackie Cole (2017), Housekeeper

Darius Coleman (2017), Security Officer

Kenneth Coleman (2004), Maintenance Technician

Lilivati Coleman (2015), Housekeeper

Mark Curtis (2010), Grounds Technician

Jonas Davis (2019), Housekeeper

Deionte Dean (2017), Security Officer

Frank Dolansky (2001), Facilities Coordinator for Center for the Arts
B.A., University of Buffalo; M.F.A., Michigan State University

Margaret Eanes (2018), Security Officer

Ciara Elder (2019), Housekeeper

Barbara Gilbert (2019), Housekeeper, Part-time

Trenton Green (2010), Maintenance Technician

Wayne Green (2007), Director of Maintenance

Maurice Greer (1995), Security Officer, Part-time
B.S., Jackson State University

Wesley Hartfield (2015), Administrative Assistant for Security
B.F.A., Belhaven University

Jay Hoover (2015), Security Officer

Robert M. Huff (2016), Maintenance Technician

Walter James (2016), Housekeeper

Tamika Johnson (2018), Mail Services Supervisor

Vivian Johnson (2017), Housekeeper, Part-time

Dale M. Knight (2016), Security Officer

James Lampkin (2016), Security Officer

James Massey (2007), Grounds Supervisor
A.S., East Central CC; B.S., Mississippi State University

Charles Matthews, Jr. (2002), Security Supervisor, 1st shift

Josie Morris (2015), Housekeeping Supervisor

Dian Myers (2012), Security Officer

Kyle O'Donnell (2012), Grounds Technician

Jacob Pearson (2017), Grounds Technician

Shirley Perkins (2018), Housekeeper, Part-time

Rona Potvin (2009), Administrative Assistant to the Director of Maintenance

Victoria Potvin (2018), Administrative Assistant to the Assistant VP for Campus Operations
B.A., Belhaven University, Jackson, Mississippi

Albert Powell (2019), Security Officer

Jamie Quin (2008), Security Supervisor, 2nd shift

Tremeta Runnels (2019), Housekeeper

Chris Russell (2017), Security Officer

Robin Savoy (1999), Director of Campus Services
BSM, Belhaven University; MSL, Belhaven University

Lon Spann (2019), Housekeeper

Erika Taylor (2013), Security Officer

Kevin Taylor (2007), Maintenance Technician

Nakeitha Tipton (2017), Housekeeper

Jonathan Tolbert (2010), Maintenance Technician

Dennis Varner (2012), Maintenance Technician

Michael Wells (2006), Security Supervisor, 3rd shift

Shemika Whitlock (2016), Housekeeper

Amy Williams (2008), Housekeeper

Ronald Young (2010), Housekeeper, Part-time

LE Younger (2003), Housekeeper

UNIVERSITY ADVANCEMENT

Jeff Rickels (2012), Vice President for University Advancement

Sheri Anderson (2009), Director of Advancement Operations
B.A., University of Missouri

Frank Laws (2019), Director of Advancement and Alumni Relations
B.A., Belhaven University

BUSINESS AFFAIRS

David Tarrant (Chief Financial Officer and Vice President for Business Affairs)
BBA, University of Toledo; MBA, Crown College

BUSINESS OFFICE

Christy Burkes (2016), Assistant Controller
A.A., Mississippi Gulf Coast Community College; B.S., University of Southern Mississippi

Jessica Sumrall, Controller
B.B.A., Millsaps; M.Acc, Millsaps

Shekaria Summers (2002), Accounts Payable Administrator
B.S., Belhaven University

HUMAN RESOURCES/PAYROLL

Virginia Henderson (1997), Director of Human Resources
Hinds Community College, Belhaven University

Bonnie Bounds (2016), Payroll Generalist

Tina Henderson (2016), HR/PR Generalist

Emily Eckerson (2018), Adjunct Contract Specialist
B.A., Belhaven University

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

Scott Foreman (2015), Computer Technician
B.A., Belhaven University

Christian Lewis (2016), Server Network Specialist

Terry McInnis (2007), Computer Technician
BBA, Belhaven University

Laura Naquin (2011), IT Coordinator
B.S., BABS, Belhaven University

Rik Tice (2010), Server Manager
B.S., Sterling College

SYSTEMS ADMINISTRATION

Stephanie Steelman (2014), Director of Systems Administration
B.S., B.A., University of Southern Mississippi; M.B.A, Belhaven University

Josephine Ashpaugh (2018), Systems Programmer Analyst
A.A.S, Hinds Community College

Jim Goode (2014), Manager of Financial Systems
B.S., Millsaps College; M.B.A, Belhaven University

Heather Humphries (2015), Assistant Systems Administrator
B.A., Morehead State University, M.S., University of Southern Mississippi

Martha McInnis (2019), Systems Analyst

Dylan Townsend (2016), Systems Analyst
B.S., Mississippi State University

LIBRARY

Chris W. Cullnane, II (1997), Evening/Interlibrary Loan Librarian
B.A., M.L.S., Indiana University; M.Div., Grace Theological Seminary

Duane W. Diehl (2014), Night Librarian
B.A., M.A., Trevecca Nazarene University; M.L.I.S., University of Tennessee Knoxville

Christie Harris (2019), Part Time Librarian
B.A., Kenyon College; M.L.I.S., University of Tennessee Knoxville

Daylan Stephens (2009), Circulation Librarian
B.A., Belhaven University; M.L.I.S., University of Southern Mississippi

REGISTRAR

Lea Ann Bethany (2012), Registrar
B.S., Mississippi College

James A. Canevaro (2016), Assistant Registrar
B.S., University of Montevallo; M.Div., Reformed Theological Seminary

Stephanie Barrett (2008), Curriculum Coordinator
B.B.A., Delta State University

Anna Rose Bennett (2020), Academic Services Support Coordinator
B.A., Belhaven University

Lee Craig (2009), Certification Specialist
B.I.S.E., Auburn University; M.S.A., Belhaven University

Jean Anne Fairly (1998), Records Analyst
B.S., Belhaven University

Kim Long (2014), Records Analyst
B.B.A., Mississippi State University

Pam Savell (2003), Records Assistant
B.A., Belhaven University

STUDENT FINANCIAL SERVICES – FINANCIAL AID

Debbi Braswell (2014), Director of Student Financial Services
A.A., Hinds Community College

Jessica Bagwell, Student Finance Counselor

Shunice Bennett,
B.S.M., Belhaven University

Tawesia Colyer (2005),
B.S., University of Southern Mississippi

Cressida Durham (2014) Communications Manager

Amanda Holliday –Gray (2015) Senior Student Finance Counselor
B.S., M.S. Mississippi College

Jessica Jackson, Reconciliation Specialist
B.S. Ohio State University

Lyn Payne (2004), Student Finance Counselor
B.B.A., M.A.C.C., Millsaps College

Chris Ranson (2016), Senior Student Finance Counselor
B.A., Jackson State University

Rachele Stains, Student Finance Counselor
B.A., University of New Orleans; M.A., Walden University

Lisa Thompson, Student Finance Counselor
B.B.A., University of Arkansas

Monica Wade, Communications Specialist

STUDENT AFFAIRS

Scott Little (2001), VP for Student Affairs and Athletics /Director of Athletics
B.A., University of Mobile; M.Div., Southwestern Baptist Theological Seminary

Molly Speed Blanton (2019), Resident Director (Lakeview)
B.S., University of Mobile; M.S., University of Southern Mississippi

Emily Cain (2019), Resident Director (Caldwell)
B.S., William Carey University; M.A., MFTC, Reformed Theological Seminary

Anna-Maria Dempsey (2019), Campus Counselor
B.A., Belhaven University

Madison Dixon (2018), Student Events Director
B.S., Mississippi State University

Dr. Gregory Hawkins (2006), Assistant Vice President and Dean of Students
B.A., Belhaven University; M.A., Geneva College; Ph.D., Azusa Pacific University

Kala Hudson (2019), Resident Director (Helen White) and International Student Coordinator
B.A., Southern Arkansas University

Meredith Palmer (2019), Assistant Dean of Student Engagement
B.A., Texas A&M University

Tracey Paul (2019), Campus Life Director
B.S., Jackson State University; M.S., University of Alabama

Marianna Stone (2018), Student Development Director
B.A., Mississippi College; M.A., Baylor University

Catherine Travis (2017), Administrative Assistant for Dean of Students
A.A.S., Hinds Community College

Trevor Williams (2018), Coordinator of Campus Recreation and Athletic Facilities
B.A., University of Mississippi

Caleb Wolfe (2019), Resident Director (Robertson/Wells)
B.S., Belhaven University

UNIVERSITY RELATIONS

Bryant Butler (2005), Director of University Relations
B.A., Mississippi College; M.B.A., Belhaven University

Corrie Hung (2014), Communications Specialist
B.F.A., Belhaven University

David Sprayberry (2012), Assistant Director of University Relations
B.S., Mississippi College

WEB SERVICES

Micah Anglin (2017), Web Programmer/CRM Manager
B.S., Mississippi State University

Jason Brock (2008), SEM & Media Manager
B.S., Mississippi College

Doreen Fagerheim (1997), Director of Web Services
B.A., Houghton College

Greg Johnson (2019), Video Communication Manager
B.S., Mississippi College

Sarah McMahan (2018), Marketing Automation Manager
B.B.A., Delta State University; M.B.A., Millsaps College

Chad Wallace (2012), Digital Communications Manager
B.S., Mississippi State University; M.A., Louisiana State University

FACULTY

Dana M. Armstrong (2015), Assistant Professor of Nursing and Director of RN to BSN Program
B.S.N., M.S.N., University of Mississippi Medical Center; Ph. D., William Carey University

Darrell Baughn (2017), Instructor of English
B.A., Belhaven University; M.A., University of Alabama; Ph.D., University of Alabama School of Law

Gary Reid Bishop (2011), Professor of Chemistry and Division Chair of Natural Sciences
B.S., Mississippi College, Ph.D., University of Mississippi Medical Center

Krista Bower (2012), Chair and 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

Tammie Brown (2019), Associate Professor of Education and Chair of
Undergraduate Program
B.S., M.Ed., Ed.D., University of Southern Mississippi

Doran Bugg (2019), Assistant Professor and Chair of the Music Department
B.M.E., University of Mississippi; M.M., Baylor University; D.M.A., Louisiana
State University

Benjamin Carr (2009), Associate Professor of Exercise Science
B.S., Mississippi College; M.S., University of Southern Mississippi

Patricia R. Cruz (2018), Chair & Assistant Professor of Social Work
B.S.W., Northwestern State - Louisiana; M.S.W. University of South Carolina;
D.S.W., Tulane University

Lee Denton (2016), Instructor of Business (Memphis)
B.B.A., Millsaps College; J.D., University of Mississippi

Susan M. Duett (2015), Assistant Professor & Director of Health Administration
B.S., M.B.A., Mississippi State University; M.S., Ph.D., University of Mississippi
Medical Center

John Estes (2012), Assistant Professor and Chair of Mathematics
B.S., Oral Roberts University; M.S., Ph.D., University of Mississippi

Rose Mary Foncree (1999), Associate Professor of English and Director of Omega
College
B.A., M.A., Valdosta State College

Rebecca Geihlsler-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., M.A., Northwestern State University; Ph.D., University of Southern
Mississippi

Geoffrey P. Goldsmith (1993), Professor and Chair of the Department of
Accountancy Studies
B.A., Hillsdale College; M.B.A., Michigan State University; M.A.T.S., Wheaton
College; Ph.D., Kent State University

Tracey Gregory (2019), Assistant Professor of Graduate Education
B.S., Jackson State University; M.Ed., Belhaven University; Ed.S., Delta State
University; Ed.D., Delta State University

Matthew Guinn (2017), Associate Professor of Creative Writing
B.A., University of Georgia; M.A., University of Mississippi; Ph.D., University of
South Carolina

Gretchen Haien (2007), Part-time Professor of Art
B.A., Belhaven University; M.F.A., Louisiana Tech University

Edrick L. Hall (2016), Instructor of Psychology (Houston)
B.A., M.A., Prairie View A&M University

Claude Peter Hays, III, CPA (1998), Assistant Professor of Business
Administration
B.S., M.B.A., University of Southern Mississippi

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., University of
Connecticut

Jonathan G. Koeford (2016), Assistant Professor of History and Director of the
Honors Program
B.A., Arizona State University; M.A., Saint Louis University; Ph.D., Boston
University

Glenda K. Lee (2014), Assistant Professor of Nursing
B.S.N., M.S.N., University of Mississippi

Latonía Lewis (2016), Instructor of Public Administration (Jackson)
B.S.M., M.S.M., Belhaven University; D.B.A., Baker College

Ying Lin (2019), Assistant Professor of Business Administration
B.B.A., Zhengzhou Institute of Aeronautical Industry; M.B.A., M.A., Ph.D.,
Kansas State University

D. Brandon Magers (2019), Associate Professor of Chemistry
B.S., Mississippi College; Ph.D., University of Georgia

Lydia McCardle (2007), Professor of Education
B.S., Delta State University; M.S., 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 and Director of Pre-
Licensure BSN Program
B.A., Ph.D., University of Southern Mississippi; B.A., Th.D. New Foundation
Theological Seminary; B.S.N., M.S.N., University of Mississippi

Rebekah Mincey (2013), Assistant Professor of Education
B.S., 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

Laura Morton (2004), Associate Professor of Dance
B.S., 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; M.B.A., 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., M.Ed., Ed.D., Delta State University

Joel Oakley (2015), Assistant Professor of Mathematics
B.S., M.S., Mississippi State University; Ph.D., University of Georgia

David O'Gwynn (2015), Associate 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

MaryLou Parrott (2013), Professor of English
B.A., Eastern Nazarene College; M.A., Ph.D., University of Maryland

Seth A. Parry (2016), Associate Professor of History and Chair of the Division of
Humanities
B.A., Houghton College; M.A., Hunter College; Ph.M., Ph.D., CUNY Graduate
Center

Stephen Phillips (1999), Professor of History and Political Science
B.A., Dallas Baptist University; M.A., Texas A & M University - Commerce;
Ph.D., Baylor University

Bettye H. Quinn (1966), Associate Professor of Education
B.A., Belhaven University; M.Ed., Mississippi College

Brenda Redfern (2019), Assistant Professor and Director of Public Administration
B.B.A., University of Mississippi; J.D., University of Mississippi Law School,
M.A., Stetson University

Erin Rockwell (2008), Associate Professor of Dance
B.A., St. Olaf College; M.F.A., California State University

Owen Rockwell (2016), Specialty Instructor of Dance and Music
B.M., M.M., University of Illinois at Urbana-Champaign; M.M.A., University of
Southern Mississippi

Jacob Rowan (2019), Assistant Professor of Graphic Design
B.A.A., Belhaven University; M.F.A., Maryland Institute College of Art

Elissa Sartwell (2014), Chair and Professor of Theatre Department
B.A., M.A.T., George Fox University; Ph.D., Louisiana State University

Andrew M. Sauerwein (2005), Professor of Music
A.A., Multnomah Bible College; B.M., M.M., University of Oregon; M.A., Ph.D., Duke University

Phil Scherrer (2019) Assistant Professor of Business Administration
A.B. Classical, J.D., University of Detroit; M.B.A., Ph.D., Michigan State University

Daniel Shaw (2007), Full Time Instructor of English and Director of the Writing Center
B.A., Belhaven University

Jack Shi (2020), Instructor of Business

Amy Rex Smith (2015), Dean of the School of Nursing
B.S.N., Seattle Pacific University; M.S., Boston University; D.N.Sc., University of California-Los Angeles

Jason Smith (2014), Instructor of Business (Houston)
B.A., Moody Bible Institute; M.A., Gordon-Conwell Theological Seminary; Th.M., Harvard University; M.B.A., Western Carolina University

Randall Smith (2001), Chair and Professor of Creative Writing
B.B.A., University of Georgia; M.A., Ph.D., University of South Carolina

Stephen Smith (2019), Assistant Professor of Biblical Studies and Christian Ministries
B.A., Grand Canyon University; M.Div., Reformed Theological Seminary; Ph.D., Southern Baptist Theological Seminary

Elizabeth Sweatt (2016), Specialty Instructor of Dance
B.F.A., Belhaven University

Nate Aaron Theisen (2002), Professor and Co-Chair of Art + Design Department
B.F.A., University of South Dakota; M.F.A., Wichita State University

Anita Trigg (2012), Assistant Professor of Social Work
B.A. Samford University; M.A., New Orleans Baptist Theological Seminary; M.S.W., Southern University of New Orleans

Elise Turner (2014), Associate Professor of Nursing
B.S.N., M.S.N., University of Mississippi

Jon Tyson (2009), Assistant Professor and Co-Chair of Art + Design
B.S., M.E.D., Mississippi College

Ravenna Michelle Tucker Wagnon (2006), Associate Professor of Dance
The Royal Academy of Dancing and Commonwealth Society of Teachers of Dancing majors examinations; Ad Deum Dance Company in Houston, Texas

Robert P. Waltzer (1993), Professor of Biology, Chair of the Biology Department
B.A., University of Delaware; Ph.D., Ohio State University

Carol Ward (2016), Instructor of Business (DeSoto)
B.A. Mississippi Valley State; M.B.A., Webster University; D.B.A., University of Phoenix

Catherine C. Wasson (1999), Professor of Education
B.S., Mississippi State University; M.Ed., Delta State University; Ph.D., University of Mississippi

Clara Grace Watts (2015), Assistant Professor of Dance
B.F.A., University of Southern Mississippi; M.F.A., Belhaven University

Bobby Wesner – Senior Instructor and Resident Choreographer of Dance

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B.A., Oklahoma Baptist University; M.A., Union University; M.A., Golden Gate Baptist Theological Seminary; Ph.D., Claremont Graduate University

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B.A., Taylor University; M.A., Wheaton College; M.A., PsyD., Biola University

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Dance Apprentice Program, Belhaven University

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B.S., Baylor University; M.E.D., Mississippi College; Ph.D., Mississippi State University

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B.A., Guangxi Institute of Arts, The Shanghai Conservatory of Music in China; M.A., Louisiana State University

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Jerry Harris (2019), PT Instructor of Business Administration (Atlanta)

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