

2011—2012



BETHEL UNIVERSITY

CATALOG

COLLEGE OF PROFESSIONAL STUDIES

THE CATALOG OF THE
BETHEL
UNIVERSITY
COLLEGE OF
PROFESSIONAL
STUDIES

2011-2012



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The conditions, requirements, and policies set forth in this catalog have binding effects upon the University and students for the academic year in which it is in force. The University reserves the right to make necessary changes and corrections. The institution reserves the right to change any provision or requirement at any time within the student's term of attendance. When changes are made in the curriculum that affect graduation requirements, the University accepts a moral obligation to provide students the curricular options effective the year of their most recent continuous enrollment or an alternative that would not additionally delay graduation. Otherwise, all other requirements and policies are effective and in force upon publication of changes. This online catalog is to be considered the official catalog of the University and therefore printed versions are unofficial.

Bethel University does not discriminate, either in the admission of students or in the administration of any of its educational policies, programs, activities, or employment on the basis of race, color, national or ethnic origin, religion, sex, sexual orientation, age, disability, or military service. Bethel University complies with the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972, the IRS Anti-Bias Regulation, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. Dr. Phyllis Campbell, Campbell Hall, Bethel University, 325 Cherry Avenue, McKenzie, TN 38201 (731-352-4002), is the person responsible for coordinating the University's efforts to comply with these laws.

Students are responsible for being informed of all policies and procedures required for continued attendance at Bethel University. Policies and procedures are generally found in this catalog and in the Student Log. The university's regulations will not be waived because a student pleads ignorance of established policies and procedures. A student who is unsure of any policy or procedure should seek clarification.

Bethel University

Student Grievance Policy

(Note: This policy does not apply to student grade appeals or complaints regarding discrimination. Please refer to these policies in the Policy and Procedure Handbook.)

Policy: Bethel University is committed to fair treatment of its students. If a student believes that Bethel University or its personnel have acted in an unfair manner, the student shall have the right to a review of the situation within six (6) months of the event(s). For the purposes of this policy, a student is defined as a person who is currently enrolled at the institution or has been enrolled during the six month period prior to the complaint. Applicants for admission are excluded from this policy as are persons not enrolled during the prior (6) month period.

Procedure: The student shall file a written complaint with the Assistant to the President for Strategy/Chief Academic Officer. If the complaint involves the Assistant to the President, the student may appeal to the President, who may defer the matter to the University's legal counsel.

The Assistant to the President shall notify the President and the complainant of the outcome of the investigation. The complainant shall not have the right to review the specific evidence gathered in the investigation. A response to the complaint will be made within 30 days. The University reserves the right to continue the investigation beyond that time; however, the complainant shall receive notification of continuation and an estimate of the timeline for final disposition of the complaint.

The President shall review the complaint and confirm or reverse the decision. The President shall have 30 days to consider the matter. The President's decision is final.

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OVERVIEW

Mission

The mission of Bethel University is to create opportunities for members of the learning community to develop to their highest potential as whole persons-- intellectually, spiritually, socially, and physically-- in a Christian environment.

Definitions

By the words, “create opportunities,” the University offers the means for persons to have choices and options opened before them and to develop the confidence and maturity to choose appropriately.

By the term, “learning community,” the University extends its mission to all persons who seek development of the whole person and who would choose to pursue this aspiration through Bethel University. The learning community of Bethel University includes undergraduate students in traditional and non-traditional programs, graduate students, faculty, staff, the local community, and the Cumberland Presbyterian Church.

By the term, “whole persons,” the University intends that, in the true spirit of the liberal arts education, the undergraduate education encompasses all dimensions of the human being, which are in reality inseparable.

Intellectual development focuses on the cognitive aspect of the human; cognitive development incorporates analysis, critical reflection, and

synthesis of knowledge of multiple disciplines.

Social development focuses on the affective and behavioral aspects of the human; social development incorporates the ability to interact and communicate with other humans with civility and tolerance.

Physical development focuses on the corporeal aspect of the human; physical development incorporates respect for the body as integral to the cognitive, social, and spiritual dimension of the human experience.

Spiritual development focuses on the metaphysical aspect of the human; spiritual development incorporates the ideas of faith, morality, and practice.

By the term, “Christian environment,” the University draws upon the thought of St. Ignatius that the collegiate environment should facilitate knowledge and contemplation such that actions are based on unbiased reason and reasonable faith.

Core Values

Bethel University creates a learning community which:

- Accepts individuals from a wide variety of backgrounds, experiences, and beliefs;
- Offers opportunities for individuals to contribute to the University and to other communities in a variety of ways;

- Emphasizes human dignity and ethics consistent with the Christian tradition;
- Encourages inquiry and the examination of values, self, and society;
- Prepares individuals for the life-long pursuit of knowledge in a complex and constantly changing world.

History of the Institution

Since its founding in McLemoresville, Tenn., in 1842, Bethel University has grown and changed in ways its founders could have never imagined.

Chartered by the State of Tennessee in 1847, Bethel began as a seminary for the Cumberland Presbyterian Church with the purpose of training young male pastors for the growing denomination. It was not until the college moved to McKenzie in 1872 that it first began to admit women as students.

The oldest existing building on Bethel's campus is Campbell Hall, built in 1923. It was given to the college, along with 11 acres of land, by the city of McKenzie. At that time it offered every facility the college needed in a single building including classrooms, offices, laboratories, a prayer room and an auditorium. It was named for Richard and Alice Campbell in 1983, and it now contains offices and the Lavinia Cole Chapel. Additionally, it boasts the Hall of Presidents, which displays a picture of every president of the college since its inception in 1842.

The Log Cabin was constructed

outside Campbell Hall by the freshman class in 1925. The purpose of the building was to show the humble beginnings of the Cumberland Presbyterian Church, and to remind each student, staff and faculty member that the school was built "On the Faith of Our Fathers." When building the cabin each log cost \$35, and whoever donated the money to buy a log would have his or her name engraved on the metal plate on that log. Today, the Log Cabin is used for offices for the chaplain and a religion teacher.

Bethel's Theological Department, which had become the Cumberland Presbyterian Theological Seminary, moved to Memphis and changed its name to Memphis Theological Seminary in 1964.

During the enrollment boom of the 1960s and 1970s, major expansion of facilities was completed which included three new dormitories, a library, the Baker Physical Education Center and the Dickey Fine Arts Building. In 1967, the Burroughs Learning Center was completed, opening a new library and classrooms. The Marrs-Stockton Student Center was opened in 1969. Additionally, in 1980, the Gaines Pool was named for Ben and Ludie Gaines in honor of their great contributions to Bethel and its students.

In 1981 the Laughlin Gazebo was added in the center of campus as a memorial for Mr. John T. Laughlin. Donations for the construction of the gazebo were given by the city of McKenzie and by the graduating class

of 1981. The gazebo is used for weddings and receptions, and is a popular gathering place for students.

In 2001, the Alumni Garden was completed outside the Log Cabin. It was established as a permanent garden to honor and memorialize Bethel alumni and friends.

2003 proved to be a great year for Bethel's expansion through satellite campuses across the state of Tennessee. In that year, campuses were opened in Clarksville, Jackson, Memphis and Nashville to allow students across the state the opportunity to benefit from Bethel's progressive programming.

Prosser Hall, was completed in 2004 and named for the current university president, Dr. Robert Prosser, and his wife, Toni.

2005 brought renovations to numerous buildings on campus including the Wildcat Cove Apartments and the new Bethel Performing Arts Center, located in the old Cumberland Presbyterian Church in downtown McKenzie. Bethel's Physician Assistant Building opened making Bethel one of only four schools in the state to offer physician assistant coursework. Bethel also started a new nursing program in 2005 and purchased nursing building during the 2005-2006 school year. Further expansion was provided by the opening of a satellite campus in Chattanooga.

Wildcat Stadium opened in Septem-

ber 2006.

In 2009, Bethel College was renamed Bethel University.

Affiliation

Bethel University is joined in a covenant relationship with the Cumberland Presbyterian Church. Bethel is proud of its heritage as a Cumberland Presbyterian university and of the service it provides to the church in the form of education for current and future leaders.

Accreditation

Bethel University is chartered by the State of Tennessee. The university is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Bethel University.

Bethel offers Master of Arts, Master of Science, Master of Business Administration, Master of Conflict Resolution, Bachelor of Arts, Bachelor of Science and Bachelor of Science in Nursing degrees through a variety of academic programs. Bethel University is approved by the Tennessee Board of Education as a teacher preparation institution for the State of Tennessee. Bethel University's Bachelor of Science in Nursing degree program has been awarded approval by the Tennessee Board of Nursing and is advancing toward accreditation by the Commission on Collegiate Nurs-

ing Education (expected achievement, Spring 2010). Bethel's Physician Assistant program is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA).

Assessment and Institutional Effectiveness

Bethel University performs a variety of assessment activities to determine and improve the effectiveness and quality of the educational programs and support services. These assessment activities are broad-based and include the entire University. Students, faculty, and staff have important roles in the institutional effectiveness process. All majors require students to complete some form of exit assessment prior to graduation. Students will have many other opportunities to participate in assessment through their time at Bethel. Additional information about assessment at Bethel University may be obtained through the Office of the Academic Dean.

ACADEMIC POLICIES

Academic Integrity

Students are expected to uphold the University's values. Cheating of any kind, plagiarism, and other forms of academic dishonesty are prohibited. Students found committing an act of academic dishonesty will have actions taken against them. For a first offense, the student receives a zero on the assignment. A second offense results in an F in the current course. Upon committing a third offense, the student will be expelled from the University. Faculty member will present notice of each offense to the Director of Academic Affairs, who adjudicates the offense and maintains an official student record for each offense. Students may appeal the decision of the Director of Academic Affairs to the Academic Dean and finally to the Vice-President of the College.

Family Educational Rights and Privacy Act (FERPA)

This act provides for confidentiality of student records; however, it also provides for basic identification of people at Bethel without the consent of the individual. Release of information to third parties includes name, address, telephone number, date and place of birth, E-mail address, class schedule/roster, classification, photograph, major/minor, dates of attendance, degree, university honors/awards, the most recent previous educational agency or institution attended, participation in school activities and sports and weight and height of members of athletic teams. The institution may re-

lease information regarding a student without written permission, if the release falls under one of the exceptions to written permission found in FERPA. The student has the right of access to his or her educational records and the right to challenge any inaccurate, misleading, or inappropriate information in those records. Bethel University will release information to comply with the Solomon Amendment.

Public notice of categories to be contained in a directory is hereby given and a period of one week is provided at the beginning of each semester during which time a student may request that such information not be released. Bethel University applies an "all or nothing" policy to the release of directory information.

In accordance with the Student Information in Higher Education Act of 2005, a student may execute a consent form authorizing Bethel to release confidential education records, as defined by federal law, to a designated third party, upon request.

Statement of Non-Discrimination

Bethel does not discriminate, either in the admission of students or in the administration of any of its educational policies, programs, or activities on the basis of race, color, national or ethnic origin, sex, age, disability, religion, or military service. Bethel University complies with the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972, the IRS

Anti -Bias Regulation, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act.

Attendance Policy

Bethel University considers regular class attendance essential to the teaching and learning process. Unnecessary absence decreases the contribution by and to the students and faculty. For those reasons, the following guidelines will be honored by faculty and students: 1) final determination of a true emergency will be at the discretion of the Academic Dean. 2) Once a student reaches two unapproved absences, Faculty is required to report the student to the Director of Academic Affairs. 3) A grade of "F" will be assigned to the course and posted to the student's official academic record for any student whose total absences exceed the published limit. 4) It is the responsibility of the student to communicate to the facilitator any anticipated absence, to provide the reasons for any emergency absence, and to complete all assigned work. 5) Faculty is not expected to give make-up work for unapproved absences. 6) A student cannot request to withdraw from any class in which a grade of "F" has been received for violation of the attendance policy.

Credit

Bethel University defines the unit of credit as the semester hour. In the College of Professional Studies, courses are accelerated. This allows students the opportunity to complete degrees more quickly. The typical course within the College of Profes-

sional Studies is three semester hours of credit. Each typical course meets one night per week for four hours per night and the course is five weeks in duration.

Normal Student Load

The normal student load is 12 semester hours per term. Course loads of more than 12 semester credit hours is not advised. A student is required to register for a minimum of 12 hours to be considered a full-time student. Students taking 11 hours or less are designated part-time students and may or may not be degree candidates.

Grades

(see also "Attendance Policy" and "Academic Integrity")

Grading System

At the end of each course, the facilitator grades a student's quality of work. The University uses a 4 point grading system. Letter grades awarded, the interpretation of their meaning, and the grade points for each hour of credit are as follows:

A: Excellent, 4 points

B: Very Good, 3 points

C: Good, 2 points

D: Passing, 1 point

F: Failure, 0 points

P: Pass, 0 points*

W: Withdrew, 0 points*

WP: Withdrew Passing, 0 points*

WF: Withdrew Failing, 0 points

*NOT calculated in GPA

Pass/Fail Grading

As indicated in the grading system, Grade Points are not awarded for Pass/Fail courses. As a result, a "P" grade does not affect the GPA. However, if a student fails to meet the minimum requirements for the course ("C" level work) a grade of "F" will be awarded. In this case, the hours attempted are computed for a grade of "F" which does affect a student's GPA.

Quality Points and the GPA

A grade, indicated by a letter on the 4 point grading system indicates the level of academic performance for each student in a particular course. A student's overall academic performance is described in terms of a grade point average (GPA). The grade point average is calculated by dividing the Total Quality Points earned by the Total Quality Hours attempted. This formula does not include repeated courses except as stated in the "Repeating Courses" section. Pass/Fail grades do not count in the totals except as indicated in the "Grading System" section.

Total Quality Points are calculated by multiplying the Quality Points by the semester credit hours(s) earned for each course attempted.

Example: John Doe earns a "B" in ENG 101. His "B" is worth 3 Quality Points and by passing the course John earned 3 semester credit hours for ENG 101. If we multiply John's 3 Quality Points by the 3 semester credit hours we come to 9 Total Quality Points. To calculate the GPA for this course, the Total Quality Points (9) are

then divided by the Total Semester Credit Hours Attempted (3). Therefore, the GPA for this course is 3.00.

The Term GPA is calculated by adding the Total Quality Points for all courses attempted during a term and dividing it by the total hours attempted during the same term.

The Cumulative GPA is calculated by adding the Total Quality Points for all courses earned at Bethel University plus transferrable credit from all other institutions attended.

Receipt of Grades

Students may view or print a student copy of their grades through the student website or submit a written request for their grades to the College of Professional Studies, Office of the Registrar. If a student has an account balance, he or she will be unable to receive a grade report. In this event, student should contact the Bethel University, Business Office to clear the account before the grades are made accessible.

Repeating Courses

Only courses in which a student has earned a grade of "D" or "F" may be repeated for purposes of replacing the lower grade. The last grade earned is used to compute grade point average. Any course in which a grade of "D" and/or "F" is earned three times at Bethel University may not be repeated at Bethel University. In addition, credit earned through examination may not be used to replace a lower grade.

Appeals Process

Students wishing to appeal any academic decision must do so in writing. The order of appeal is course facilitator, the Director of Academic Affairs, the Academic Dean and finally the Vice-President of the College. The appeal must be initiated no later than five days after the decision being appealed is made. The appeal must state the following: 1) on what grounds is this appeal being made and 2) why student believes an appeal is warranted. The original decision stands until the appeals process has run its course and a final decision is rendered.

Academic Probation and Suspension

Students are placed on academic probation at the end of the semester in which the cumulative GPA falls below the required minimum for their class standing (See: "Student Classification"):

Freshman – (0-27 hours completed):

1.5 GPA

Sophomore (28-59 hours completed):

1.8 GPA

Junior (60-95 hours completed): 2.0

GPA

Senior (96 or more hours completed):

2.0 GPA

The period of academic probation will continue as long as the GPA fails to meet the minimum GPA requirement. Students on academic probation must limit their academic load to 15 semester hours. Any student who fails to make a C average (2.0) for the term on probation is automatically suspended for one semester. A

one-semester academic suspension is given to any student who obtains a GPA of 0.0 in any semester, or who fails to obtain a semester GPA of 2.0 while on academic probation. After the second one-semester suspension, any student subject to suspension will be given a one-year academic suspension.

Readmission to the University after a term of suspension is not automatic. All suspended students are required to apply for readmission to the University. A letter of appeal must be sent to the Academic Dean before registration and should state the reasons for requesting readmission. (See "Readmission" in the Admissions section.) Note: Students are urged to refer to the Financial Aid webpage and to the Satisfactory Academic Progress form published by the Office of Financial Aid regarding Financial Aid Probation/Suspension since it may differ from the Academic Probation/Suspension policy.

Bethel will transfer credits from other regionally accredited institutions of higher learning provided the following criteria has been met: the courses to be taken at other institutions have prior approval of the advisor and the registrar, and the courses to be taken will not violate the residency requirement, exceed transfer allotments in the major or minor field, or exceed the hour limit on courses completed at a junior or community college.

Honors Recognition

Each year, Bethel University nomi-

nates students to Who's Who in American Colleges and Universities. Students are nominated by the faculty Academic Policy Committee from a list of eligible students. To be eligible, a student must be a senior enrolled full-time with at least two previous full-time semesters of residence and must have a GPA of 3.25 or above.

Students with high GPAs at the time of graduation earn the following honors:

3.85 or higher: Summa Cum Laude

3.70 to 3.84: Magna Cum Laude

3.50 to 3.69: Cum Laude

Student Classification

Students are classified according to the number of semester hours earned previous to the current term.

Freshman: 0-27 hours

Sophomore: 28-59 hours

Junior: 60-95 hours

Senior: 96 or more hours.

Requirements for Graduation

The credits of a candidate for a degree must conform to the requirements for graduation as stated in the catalog published for the year of his/her most recent matriculation, or any subsequent catalog, except that in no case may a candidate graduate under a catalog published more than six years before the date of graduation.

To participate in graduation exercises and graduate with a Baccalaureate degree from Bethel University, each student must:

1. Complete a minimum of 128 semester hours with an academic average of "C" (2.0 GPA);
2. Complete the major concentration of courses with no grade below "C";
3. Complete the requirements of the Common Core Curriculum for the Bachelor of Science degree;
4. Complete a minimum of 39 semester hours numbered 300 and above;
5. Meet the University residence requirements:
 - a. Complete at least 32 hours of the final 38 semester hours through Bethel University, and
 - b. Complete at least 48 semester hours of work at Bethel University;
 - c. Complete a minimum of 42 semester hours in major requirements through Bethel University's College of Professional Studies;
6. Meet the credits requirements for a degree;
7. File an application for graduation in the Office of the Registrar by September 30 for fall graduation, by February 18 for spring graduation, and by June 7 for August graduation;
8. Participate in graduation exercises; (Permission to graduate in absentia must be secured from the Director of Academic Affairs at least 10 days before Commencement);
9. Complete all required assessment procedures related to the major field and/or the common core no later than the last day of classes for the term in which graduation occurs.

Challenge Examination Program

Challenge Examinations are available to all students enrolled in the College of Professional Studies. Credit is

awarded to students who achieve a passing score on a challenge exam. Students desiring to receive credit through challenge exams must start the procedure by submitting the Challenge Exam Application Form to challengeexams@bethelu.edu. All tuition costs connected with a particular exam must be met by the student prior to the testing date. Applications for credit from a particular course may be initiated only once.

Challenge exam credit may not be used to repeat credit of a course taken unsuccessfully. Credit will be awarded on a "Pass/Fail" basis only (See the Pass/Fail Grading section). A failure on any challenge exam will be recorded as an "F" on the transcript for that course. Challenge exams cannot be repeated. To remove an "F" earned from a challenge exam, the student will be required to take the actual course challenged.

A maximum of 12 semester hours in 100- and/or 200-level courses may be earned through Challenge Examinations. No upper division courses are available for Challenge Examinations. (Challenge Examinations are not available for any courses in which CLEP or DANTEs examinations are offered. Students who fail a CLEP or DANTEs examination cannot take a Challenge Examination in that subject.)

Transfer of Credit

Bethel University welcomes transfer students. Students may transfer up to 80 hours of credit. However, despite the number of hours transferred,

students must meet all graduation requirements, including the residency requirements to graduate (see Requirements for Graduation Section).

Transferring students having earned an Associate of Arts or an Associate of Science degree awarded by an accredited institution is presumed to have completed all Bethel University common core requirements except the Religion/Philosophy core requirement. Students transferring without an Associate of Arts or Associate of Science degree, whether from two-year or four-year institutions, must complete all Bethel University core requirements not met by transferred equivalent courses. Course work, at college-level, degree-granting institutions not accredited by a regional accrediting agency but are accredited as degree-granting institutions by an accrediting agency recognized by the Department of Education, will be reviewed for transfer on a course by course basis. Credit determination is dependent upon course content and other documentation which the student may be required to provide. The Registrar may consult with the University Registrar and/or faculty as to the application of credit. However, no grade below a "C" or equivalent will be accepted as transfer credit. Grade points from hours accepted as transfer credit are not included in the Bethel University academic record. It is also important to note that students will not be allowed to duplicate credit.

Transfer students who have com-

pleted less than 12 semester hours at an accredited institution must submit high school transcripts or GED scores, and unless otherwise exempt, SAT or ACT scores. (See “Transfer Students” in the Admissions section for additional information.)

Advanced Standing Credit

Bethel University accepts a maximum of 60 semester hours in Advanced Standing Credit. Advanced Standing Credit includes; the College Level Examination Program (CLEP), the Defense Activity for Nontraditional Education Support Program (DANTES), the College Board’s Advance Placement Program (AP), credit through military courses, training or experience, and Portfolio credit. However, no more than 30 semester hours may be earned through the AP, CLEP or DANTES programs. A maximum of 30 hours may be earned through Portfolio credit and eligible students may transfer a maximum of 60 hours in military credit. Grades and quality points are not given for advanced standing credit.

Advance Placement Program

By submitting acceptable scores (minimum of 3) on the College Board’s Advance Placement Program, student may be awarded Advanced Standing Credit for credit earned through the College Board’s Advance Placement program. Such credit may be used for both Common Core and elective credit.

CLEP/DANTES

Advanced Standing Credit (maximum

of 30 hours) may be awarded with acceptable scores as recommended by the American Council on Education (ACE) through testing with the College Level Examination Program (CLEP) and the Defense Activity for Nontraditional Education Support (DANTES). CLEP/DANTES Credit may satisfy either Common Core or Elective requirements.

Military Credit

Military Credit Evaluations are provided for those with active duty or reserve military training backgrounds in all branches of service: Army, Navy, Marine Corps, Coast Guard, and Air Force. Bethel University accepts all credit earned through military courses. Further, non-duplicated ACE recommended credit earned through military experience is accepted. Bethel University accepts up to 60 hours of Military credit.

Portfolio Program

In recognition of a student’s previous learning, Bethel University has established a portfolio process which should relate to a Bethel academic division and must be equivalent to a college level learning outcome. This process provides the student with an opportunity to demonstrate and document learning equivalent to that which could be obtained in the college classroom. If proper and sufficient documentation of this prior learning can be obtained, the student can request that academic credit be awarded. The student may be required to supplement the documentation by a demonstration of the knowl-

edge for which credit is requested. Up to 30 semester hours of portfolio credit toward the bachelor's degree can be requested and distributed in the core curriculum or electives. The first step in initiating the portfolio process is a conference with the Portfolio Advisor in the College of Professional Studies. The Portfolio Handbook contains the steps necessary to complete the process. Copies of this handbook are available in the Office of the College of Professional Studies, and a copy is on file with the Academic Dean, CPS. All portfolio assessment documents are due by October 1 for those students planning to graduate in December, by March 1 for those students planning to graduate in May, and by June 1 for those students planning to graduate in August.

Independent Study and Directed Study

Under extenuating circumstances, some Bethel courses can be completed outside the traditional classroom setting through a directed study arrangement between the faculty member and the student. Students are required to be enrolled at Bethel University, register for the directed study course(s), complete the Request for Directed Study form, secure the required textbooks and materials, schedule meetings with the faculty instructor, complete all assignments on time, take the required exams, and complete the faculty evaluation form for each directed study course. Faculty instructors will require regular meetings with the student, give the student regular feedback regarding

assignments and exams, and assign a final grade appropriate to the accomplishment of the goals and objectives of the course. Requests for directed study will be monitored by the Academic Dean. No course in which a grade of F was obtained may be repeated by Directed Study, and the student must be in good academic standing in order to participate in Directed Study. Individual study is available in most subject areas and is an opportunity to pursue in-depth subjects of interest beyond available courses for academic credit. Individual, independent study credit must be approved in advance by the Academic Dean, CPS.

Correspondence Coursework

Bethel University will accept a maximum of nine semester hours of correspondence course credit when offered by a regionally accredited institution of higher education. All proposed correspondence work must be approved by the Registrar in advance to guarantee acceptance of transfer credit.

Assistance and Student Services *Library*

The Burroughs Learning Center, which houses the library, offers a variety of information services to students, staff, faculty and the community. These include access to a collection of books, periodicals, videotapes, DVDs, audiotapes, microfilm, and other resources. Currently, the BLC houses 43,000 books, 48 print periodicals, over 100,000 electronic periodicals, and a

The Burroughs Learning Center, which houses the library, offers a variety of information services to students, staff, faculty and the community. These include access to a collection of books, periodicals, videotapes, DVDs, audiotapes, microfilm, and other resources. Currently, the BLC houses 43,000 books, 48 print periodicals, over 100,000 electronic periodicals, and a significant number of audiovisual materials and microform documents. The BLC's heritage room contains a collection of rare and historical books and other items.

The Burroughs Learning Center is committed to providing information services which include electronic access to the global information network. Information tools provide access to electronic searching capability, information networking, and on-line full text resources.

Additionally, the center offers a number of full-time professional librarians and staff members to assist patrons in locating necessary sources of information. The Burroughs Learning Center strives to inspire Bethel students and all members of the learning community to become independent researchers and lifelong library users. Students are encouraged to seek help from both professional and student staff members.

Tutoring

Tutoring assistance is available to Bethel students who feel they need additional help to complement their classroom work and instructor counseling. Students may contact the Director of Tutoring for information and scheduling.

Counseling

Bethel provides many ongoing opportunities for students to counsel with University faculty and staff, including the University Chaplain. Dependent on need, students may schedule counseling sessions with professional counselors in Student Development. Evaluation of the situation will be made by the counselors and appropriate alternatives considered.

Academic Advising

Each Bethel University student is assigned a qualified academic advisor. The role of the advisor is to guide students through the academic program of the University by recommending appropriate courses and assisting students in the registration process. The student is responsible for ensuring that he or she meets all graduation requirements.

COE

The courses "College Orientation Experience" and "Career Opportunity Experience" are required of all undergraduate students in the freshman and senior years, respectively. These courses are designed to assist students in the transition from high school to university, and from university to post-graduate employment.

Career Services

Bethel University provides an educational preparation for a productive career or a place in graduate or professional school. During the university experience, faculty advisors encourage students to select courses that enrich the career objectives of the student. Internships provide experiences that strengthen classroom learning.

Bethel employs a full-time Career Development Counselor, who provides job placement assistance for students, including resume writing and job interview skills. The library contains an assortment of materials related to the job search and catalogs from various graduate schools. Available jobs are posted for review.

Disability Services

Bethel University is committed to making its programs and services accessible to all students regardless of disability. Self-advocacy and independence are encouraged through student knowledge and the use of appropriate accommodations. Students who have a documented disability and need assistance with classes or who would like further information about disability services at Bethel University should contact the Director of Counseling and Tutoring in the Office of Student Development. Applicants with special needs who desire accommodation in the application process should make their needs known to their admission counselors.

Testing Services

A variety of tests are used in admissions processing, student evaluation, career skill identification, and other areas. Students may contact student services at any time for assistance and more information.

Laptop Program

Bethel University requires all incoming full-time undergraduate students to participate in its Laptop Program. Students are provided with a laptop upon registration. Through this program, students will have support through the Bethel IT Helpdesk and access to technology in the classroom. Students are required to meet the terms and conditions of the Laptop Computing Program Agreement. Please refer to the Laptop Computing Program Agreement for more details.

Information Technology Services

The purpose of the Information Technology Center is to provide technical support and training to all users of computing systems at Bethel University and to provide technology-enriched learning by offering educational services adequate to allow students and faculty to achieve their educational goals.

Acceptable Use of Technology

According to the school's Computer and Electronic Files Policy, all computer and electronic files should be free from access by any but the authorized users of those files. Exceptions to this basic principle shall be kept to a minimum and made only where essential to protect the integrity, rights, and properties of the institution. Circum-

stances under which exceptions will be made to monitor the network or devices attached to it include, but are not limited to: security, network maintenance, regulatory compliance, contractual obligations, and investigation of violations of law or policy.

Changing Class Schedules

Dropping or Adding a Class

Class schedules are changed by officially adding or dropping a class. Merely attending a class does not constitute official registration. Merely failing to attend a class does not constitute an official dropping of a class. Classes may be added to a schedule only during the first week of a term. Classes may be dropped at any time during the term. Any class schedule change may have consequences for financial aid. Check first with your Student Advisor and Student Services before changing class schedules.

In order to drop or add a course, students must first secure a Drop/Add Form from the student website. Students must complete the form, and then email it to the student's Advisor. The date of the drop or add is determined when the form is received. A delay at this point can have expensive and severe academic consequences. A \$10 fee is charged for each Drop/Add Form processed. Students dropping or adding courses should check with their Student Advisor and Student Services prior to submitting the Drop/Add form. Each student must carry 12 credit hours to maintain a full time course load and remain qualified for financial aid.

Grades for Dropped Courses

If a student drops a class in the first two weeks of the course, no grade will be recorded for the class. If the student drops a class in the third through the fifth weeks of the course, a grade of W will be recorded. All documentation must be submitted to the student's Advisor. Non-attendance of classes will result in F grades. Note: No student can withdraw from any class in which a grade of F has been received for violation of the attendance policy.

Withdrawal Procedure

Some personal or family emergencies require a student to withdraw from school. Permission to withdraw is not automatic and may be denied or discouraged. Students who transfer, withdraw, or do not return within a semester must complete the following formal withdrawal process to avoid unwarranted failing grades and unwanted financial obligation:

1. Discuss the situation with a faculty advisor.
2. Secure a withdrawal form from the student website and fill in all appropriate spaces.
3. Email form to the student's Advisor. Failure to complete this step may result in failing grades and heavy financial obligations.
5. There is a \$10 fee for withdrawal.

Voluntary withdrawal does not guarantee permission to be readmitted to the University.

Grades for Withdrawal

If a student withdraws from classes

during the first two weeks of the course, no grades will be recorded. If the student withdraws from classes in the third through fifth weeks of the course, a grade of W will be recorded. Note: No student can withdraw from any class in which a grade of F has been received for violation of the attendance policy.

Administrative Withdrawal Policy

Faculty will report in writing to the Student Advisor any student on the class roster who has not attended class during the first two weeks without notifying the faculty member. This student may be administratively withdrawn from the class. Administrative withdrawal from a class may affect the student's financial aid, full-time or part-time status, and does not guarantee permission to be readmitted to the University.

Transcript Policies

Students who need transcripts of their college record must file a written request (including signature) with the Registrar. The first transcript is free of charge, but after the first copy a \$5 per copy fee will be charged. A transcript will not be issued unless the student's financial account is clear with all offices of the University. In addition, students who withdraw during a semester must complete the following formal withdrawal process before they can receive a transcript:

1. Obtain a request for withdrawal form from the student website.
2. Email form to dropaclass@bethelu.edu.

Transcripts will be released at the written request of the student and in conformity with existing state and federal statutes pertaining to the release of student academic records. The official academic record is the property of the University. Therefore, we reserve the right to withhold the release of a transcript of that record if the student has an obligation to the university. Bethel will accept a faxed request as a written request.

ADMISSIONS

Admissions requirements for the College of Professional Studies are the same as those for other programs of the college. Based on the nature of the curriculum, three years of work experience (or the equivalent) is recommended, as is at least a 2.0 (on a 4.0 point scale) grade point average in previous college work. Applicants to the Success (Management and Organizational Development (MOD) major) program or the online Organizational Leadership (OL) degree program should have prior college experience either through enrollment in college-level courses or through credit for prior learning (CLEP, DANTES, or portfolio program credit). Applicants to programs in the College of Professional Studies (except transient students in the Special Offerings program) must meet with an enrollment counselor to review the program requirements. All applicants for the College of Professional Studies bachelor of science in MOD and OL programs will be reviewed at the discretion of administrators.

General Admission Requirements

Required Documentation

Students applying for admission to Bethel University must submit the following:

1. Application and application fee: All students must submit an application for admission and the \$30 application fee.

2. Official transcripts: Students must submit an official high school transcript and college transcripts from each institution they wish to transfer credit from at the time of application. If you do not report an institution at the time of application your transcript will not be evaluated for credit toward your degree at Bethel University. A high school transcript is not required if the student has attended and passed a minimum of 12 credit hours of college-level work from an accredited institution. Bethel University will accept faxed transcripts from other colleges or universities as unofficial transcripts that must be followed by an official transcript through regular mail or overnight delivery service.

A high school equivalency diploma (GED) may be accepted in lieu of a high school diploma. A passing GED score is considered to be a 2.0 GPA. A special education diploma or high school certificate is not acceptable. Students may be accepted on a partial high school transcript, but a complete high school transcript validating graduation must be on file before registration. Graduates from a non-accredited high school must meet one of the following:

- 20 ACT/940 SAT and 2.0 cumulative GPA
- 19 ACT/900 SAT and 2.5 cumulative GPA
- 18 ACT/860 SAT and 3.0 cumulative GPA

Applicants not meeting any of the above standards will be reviewed

by the Director of Student Services who may grant special admission after considering test scores, grades, rank in class, school and community activities, and recommendations in its review.

The Registrar will evaluate college transcripts for determination of transfer credit to be accepted. Transfer course work must have been completed at an institution accredited as degree-granting by a regional accrediting body for higher education. Any exceptions to this policy will be made by the Registrar.

3. ACT or SAT scores: Each applicant should submit an official copy of ACT or SAT scores. These scores are not required for students who have been out of high school for three years or more.

Immunization and Health Insurance Records

As required by the State of Tennessee, proof of two doses of the MMR (measles, mumps, rubella) vaccine are required of all full-time students (students enrolled in 12 or more credit hours). This proof may come in the form of a doctor's statement verifying the dates of immunization or a health department shot record.

Additional Requirements for International Students

In addition to the above requirements, international students applying for admission to Bethel University must also submit the following documentation:

1. Proof of equivalence of high school graduation (international students only): International students must submit proof of equivalent high school graduation and/or college attendance through official transcripts. If the transcripts are not in English, or if the student has attended an international college, the student is responsible for obtaining a translation or evaluation through an approved evaluation service. All foreign students must meet admission requirements for entering freshmen or transfer students. International students should contact the Office of Admissions for information regarding I-20 forms.

2. Proof of adequate English language skills: Students whose native language is not English must meet one of the following, and in addition must provide scores on the SAT or ACT:

- Score of 513 on the TOEFL paper-based exam
- Score of 183 on the TOEFL computer-based exam
- Score of 65 on the TOEFL internet-based exam
- Score of 17 on the ACT English subtest
- Score of 415 on the SAT critical reading subtest
- Score of 5 overall and 5 in each exam area on the International English Language Test

TOEFL scores are valid for two years from the date of the exam. Scores on the SAT or ACT and TOEFL are required. Any student who obtains a TOEFL internet-based score below 99 and/or an ACT English score of 17 or below will be required to take ENG

015 and ENG 016. If a student obtains a grade of A or B in ENG 015, then ENG 016 will not be required.

Readmission

Any student who once attended Bethel but has not attended in one or more terms must file an Application for Readmission in the Office of Admission. There is no fee required for this application. If the student was academically or socially suspended from Bethel University, he or she also will be required to submit a written request for readmission to the Academic Dean, CPS. The student must request that an official transcript be sent to Bethel University from any institution attended since leaving Bethel. Any financial obligations at Bethel University must be cleared before re-enrollment. Bethel University reserves the right to deny readmission to any student.

Transient Admission

Admission as a transient student is granted on the basis of a statement of good standing from the university or college most recently attended or an official transcript indicating good standing. The student must also file an application for admission.

Transfer Admission

All students transferring to Bethel must submit the \$30 application fee and official transcripts from any college previously attended. Bethel University will accept faxed transcripts from other colleges or universities as unofficial transcripts that must be followed by an official transcript through regular mail or overnight delivery

service. Failure to disclose attendance at other institutions is sufficient cause for dismissal from the University.

Students wishing to transfer to Bethel must be eligible to return to their previous college to be admitted to Bethel University. Transfer students must meet the following cumulative GPAs based on their classification:

- Freshman (0-27 hours): 1.5 GPA
- Sophomore (28-59 hours): 1.8 GPA
- Junior (60-95 hours): 2.0 GPA
- Senior (96 or more hours): 2.0 GPA

Transfer students who do not meet the minimum cumulative GPA for their classification but are eligible to return to their previous college may be admitted on academic probation. (See also "Academic Forgiveness Policy" in the Academic Policies section.)

An international student from a non-English speaking country who transfers from a regionally accredited college within the United States will be required to provide an official TOEFL score report (scores valid for two years) which documents the required entrance scores unless the student has completed the equivalent of ENG 101 Expository Writing with a grade of "C" or above. Transfer students from non-English speaking countries who have attended college outside the United States or colleges within the United States which do not have regional accreditation will be required to provide an official TOEFL score (scores valid for two years) which documents the required entrance scores and an official ACT/SAT score report.

NOTE: Required TOEFL scores – 513
TOEFL paper-based exam; 183 TOEFL
computer-based exam; 65 TOEFL
internet-based exam.

Special Student Status

Students who wish to enroll in less than a full time load of classes and are not college degree-seeking are placed in a special student status category until such time that they wish to apply to the University for full admission degree-seeking status.

FINANCIAL INFORMATION

Student Accounts

Students are required to pay all tuition and fees at the beginning of each term, and registration is not complete until all fees are paid. Students may not re-enroll for another term, graduate, or receive a transcript until all amounts owed to the University have been paid.

Delinquent accounts are subject to late fees and external collection agency involvement. If external collection efforts are utilized, the student is responsible for all collection costs, attorney fees, and any other charges necessary for the collection of any amount not paid when due.

Payment Policy

In order to provide sound fiscal policy and stewardship for Bethel University the administration and staff are charged with the duty of ensuring that all student accounts are fully and timely collected. It is the responsibility of each student to have suitable financial arrangements in place well before enrollment to fully pay all sums owed Bethel. Likewise, it is the responsibility of the administration and staff to communicate the school's requirements, provide assistance to prospective students in procuring financing, and faithfully enforce the school's policies and procedures.

Accordingly, the following procedures and guidelines will be followed in arranging for the payment and collection of student accounts:

1. Cash Plan
2. Federal/State Loans or Grants
3. Tuition Reimbursement Plan
4. Third Party Billing Plan
5. Private Loans
6. Tuition Management Systems

Cash Plan

The Cash Plan requires 100% of tuition and fees paid by the due date. (The due date for all options is defined hereafter.) Under this plan, students may pay by check or automatically charge the tuition and fees to their credit card. Automatic payments will be charged on the due date for each successive term. The following documentation is required for the cash plan:

1. Student Financial Agreement Form
2. Student Credit Card Authorization to Charge Form
3. Completed Admissions Application

Federal/State Loans or Grants

The financial aid plan requires the student to complete all documentation required for the respective Federal or State program by the due date in order to qualify for tuition deferment. In the event 100% of the tuition and fees are not covered under this plan, the student must make arrangements for the payment of the balance due by one of the other financial options listed above. Such arrangements must be complete by the due date. Acceptable financial aid plans are: Federal Pell Grant; Tennessee Student Assistance Grant; Hope Lottery Scholarship; Subsidized Federal Stafford Loan;

Unsubsidized Federal Stafford Loan; Federal Parent Plus Loan Program; external scholarships.

Since students must reapply for funding each academic year or term, reapplication must be fully completed on or before the appropriate due date. In the event a student fails to timely reapply, qualification for tuition deferment will be terminated and the student will be required to comply with the terms and conditions of the cash plan. The following documentation is required to be filed by the due date for the Federal/State Loans or Grants:

1. Student Financial Agreement Form
2. Free Application for Federal Student Aid (FAFSA)
3. Federal Stafford Master Promissory Note (MPN)

Tuition Reimbursement Plan

Tuition reimbursement from an employer is an acceptable financial option. However, it is subject to the following conditions:

1. The student must make acceptable arrangements through one of the other financial options to pay all tuition and fees during the initial deferral period. Thereafter, tuition reimbursement proceeds will be applied to future enrollment periods.
2. Complete documentation of terms and conditions of the employer's reimbursement plan.
3. A completed Tuition Reimbursement Certificate and Authorization Form which allows Bethel to automatically charge the student's credit card in the event full reimbursement

is not paid by the employer. Students must be advised that terms and conditions are not contingent upon the completion of a course or the receipt of a grade and that the credit card will be charged for any amount necessary to repay Bethel 100% of the amount due. A declined credit card will cause the account to be assessed a \$50 late fee which is immediately due and payable. A second declined credit card will terminate this financial option and the student will be required to comply with the terms and conditions of the cash plan.

The following documentation is required to be filed by the due date for the Tuition Reimbursement Plan:

1. Student Financial Agreement Form
2. Tuition Reimbursement Certificate and Authorization Form
3. Credit Card Authorization to Charge Form
4. Copy of Employer's Tuition Reimbursement Plan
5. Completed Admissions Application

Third Party Billing Plan

Third party billing plans are available for students of employers approved for direct billing, active duty military personnel, civilian government contract employees, and students eligible benefits pursuant to the Veterans Affairs Vocational Rehabilitation and Employment Program. Students will be required to comply with the terms and conditions of the cash plan if employment ceases or the employer ceases to remit payments as agreed.

The following documentation is required to be filed by the due date for the third party billing plan:

1. Student Financial Agreement Form
2. Employer's voucher approved by Bethel OR Authorized military or government assistance vouchers
3. Completed Admissions Application

Private Loan Plan

Students may prefer a private loan arrangement with a lender based on credit worthiness. Failure to pay under this plan will revert the student to the cash plan.

The following documentation is required to be filed by the due date for the private loan plan:

1. Student Financial Agreement Form
2. Completed Loan Application
3. Signed Promissory Note
4. Loan Approval from Lender
5. Completed Admissions Application

Due Dates

In order to provide for an orderly enrollment process, thorough documentation of the student's academic history, and sufficient time to process financial options paperwork, due dates for the submission of required documentation shall be five business days prior to the first class for each term.

In the event admissions or financial aid personnel believe this requirement will impose undue hardship on a prospective student a waiver may be requested. The requested waiver will be in writing, stating in sufficient detail the justification for the waiver, and the potential impact on the student's ability to comply

with Bethel's tuition and fee repayment policies. The waiver will be filed with the Director of Business Operations for ultimate presentation to the President.

Changing Finance Options

Students may change finance options provided they are in compliance with their current finance option. In order to change plans a student must contact his or her appropriate financial office and complete all required documentation on or prior to the due date.

Credit Cards

The following credit cards are accepted provided the student is the authorized signer:

American Express, Discover, Visa, Master Card

Students with Delinquent Balances

Strict enforcement of these procedures will, in the future, reduce delinquencies and ultimately charge-offs. In order to avoid undue hardship on the student, the repayment plan to collect the delinquent balance may be amortized over a period so as to coincide with the student's graduation date, i.e., four periods to graduation would require the recapture of 25% of the delinquency each term.

Undergraduate Tuition and Fees

College of Professional Studies Financial Information

Application Fee: \$30

Book and Materials Fee: \$97 per course

Tuition: \$345 per semester hour

Portfolio Evaluation Fee: \$80 per hour

Refund Policies

Students who enroll and formally withdraw are subject to a recalculation of any federal, state, or institutional aid that was received during the term. Federal regulations mandate a recalculation of Title IV funding (Federal Pell, SEOG, ACG/Smart Grants, Federal Stafford/Parent Plus/Grad Plus/Perkins Loans) based on the number of days in the term versus the number of days the student attended classes (as determined by the date of withdrawal). This calculation gives a percentage, and if the percentage is greater than 60% no Title IV funds must be returned. If the percentage is equal to or less than 60%, then a recalculation of Title IV fund eligibility must be completed based on the time the student did attend classes with a set policy on what funds are returned first.

Students who receive all F grades during a semester could also have funding returned if the University cannot determine that at least one F grade was earned and not received because the student ceased to attend classes.

Bethel University institutionally funded aid is also pro-rated when a student formally withdraws by the following policy in conjunction with the tuition refund policy:

First Week of Class—All tuition dropped and all institutional aid withdrawn.

Before Second Week of Class—100 percent of tuition and institutional aid withdrawn.

Before Third Week of Class—75 percent of tuition and institutional aid

withdrawn.

Before Fourth Week of Class—50% of tuition and institutional aid withdrawn.

After the Fourth Week of Class—No tuition or institutional aid will be withdrawn.

FEDERAL AND STATE AID REFUND POLICIES FOR THE COLLEGE OF PROFESSIONAL STUDIES

Dropping a Module:

If you drop a module or withdraw this can greatly affect the amount of Financial Aid you have been awarded. Financial aid funds that have been credited to your account may have to be returned to the state or federal agency that provided the funding. This may leave you owing a balance to Bethel University that you are obligated to pay.

Bethel University recommends **before dropping any course**, contact the Financial Aid Office for your program of study first to see how it will affect your account. Below is the information we are required to provide you concerning dropping a module or withdrawing.

The following information is also available on Student Aid on the Web at www.studentaid.ed.gov.

If a student drops a module a portion of their Financial Aid could be affected. If a student's enrollment status changes the percent of earned Federal or State Grant aid that is

dependent on enrollment status will be adjusted. If a student's originally enrollment status was full-time in a term or semester the chart below is an example of aid earned.

UNDERGRADUATE			
Number of credit hours enrolled per term	Enrollment Status	% of aid earned	% of aid not earned that must be returned
12 or more	Full-Time	100%	0%
9 to 11	3/4-Time	75%	25%
6 to 8	1/2-Time	50%	50%
1 to 5	Less Than 1/2 Time	If a student drops below half-time the percentage of grants that can be kept is based on the regulations for that grant and the adjusted Cost of Attendance. Please contact the Financial Aid Office for the percentage amounts for each type of aid.	

time of the withdrawal that he or she will attend a module that begins later in the same payment period or period of enrollment. In order to prevent additional unearned aid from being returned, when a course is dropped the student must complete a Notice of Intent form. The Notice of Intent states that even though you are dropping a course you will continue attending future courses with Bethel University within the same payment period. This form can be found on your student website with instructions on where to email the form. It must be received by the Financial Aid Office within 7-days of the dropped course or the assumption will be that the student is withdrawing.

Federal law requires schools to calculate how much federal financial aid a student has earned if that student:

- Completely withdraws, or Stops attending before completing the semester, or
- Does not complete all modules (courses which are not scheduled for the entire semester) for which he/she has registered at the time those modules began.
- Does not complete a Notice of Intent form within 7 days of dropping a course and the student is not currently attending any courses.

The law specifies how Bethel University must determine the amount of Title IV program assistance that you earn if you withdraw from school. The Title IV programs that are covered by this law are: Federal Pell Grants, Iraq and Afghanistan Service Grants,

WITHDRAWING FROM A MODULAR PROGRAM:

Federal & State Aid Return Policies

When dropping a module that the student is currently attending or about to begin Bethel University must determine if the student is considered to be withdrawn. A student is considered withdrawn, for Title IV purposes, if the student ceases attendance at any point prior to completing the payment period or period of enrollment, unless the school obtains written confirmation from the student at the

TEACH Grants, Stafford Loans, PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs) and Federal Perkins Loans.

When you withdraw during your payment period or period of enrollment (Bethel University can define these for you and tell you which one applies), the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you received (or Bethel University or your parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/or you.

The amount of assistance that you have earned is determined on a pro rata basis. For example, if you completed 30% of your payment period or period of enrollment, you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of the payment period or period of enrollment, you earn all the assistance that you were scheduled to receive for that period that is not based on enrollment status of full-time, $\frac{3}{4}$ time, $\frac{1}{2}$ time, less than half-time. Aid based on enrollment status such as Federal or State Grants will be adjusted accordingly.

If you did not receive all of the funds that you earned, you may be due a Post-withdrawal disbursement. If your Post-withdrawal disbursement includes loan funds, Bethel University must get your permission before it can disburse them. You may choose

to decline some or all of the loan funds so that you don't incur additional debt. Bethel University may automatically use all or a portion of your Post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school). The school needs your permission to use the Post-withdrawal grant disbursement for all other school charges. If you do not give your permission (some schools ask for this when you enroll), you will be offered the funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the school.

There are some Title IV funds that you were scheduled to receive that cannot be disbursed to you once you withdraw because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not completed the first 30 days of your program before you withdraw, you will not receive any Direct Loan funds that you would have received had you remained enrolled past the 30th day.

If you receive (or Bethel University or your parent receives on your behalf) excess Title IV program funds that must be returned, Bethel University must return a portion of the excess equal to the lesser of:

- your institutional charges multiplied by the unearned percentage of your funds, or
- the entire amount of excess funds.

The school must return this amount even if it didn't keep this amount of

your Title IV program funds.

If Bethel University is not required to return all of the excess funds, you must return the remaining amount. Any loan funds that you must return, you (or your parent for a PLUS Loan) repay in accordance with the terms of the promissory note. That is, you make scheduled payments to the holder of the loan over a period of time.

Any amount of unearned grant funds will be returned by Bethel University. The requirements for Title IV program funds when you withdraw are separate from any refund policy that Bethel University may have. Therefore, you may still owe funds to the school to cover unpaid institutional charges. Bethel University may also charge you for any Title IV program funds that the school was required to return. If you don't already know what Bethel University's refund policy is, you can ask Bethel University for a copy. Bethel University can also provide you with the requirements and procedures for officially withdrawing from school.

If you have questions about your Title IV program funds, you can call the Financial Aid that administers your program at Bethel University. For general information concerning Title IV program funds you can contact the Federal Student Aid Information Center at 1-800-4-FEDAID (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available on Student Aid on the Web at www.studentaid.ed.gov.

Applying for Financial Aid

Students must complete the following steps to apply for financial aid at Bethel University:

1. Apply and be accepted for admission to Bethel University.
2. File the Free Application for Federal Student Aid (FAFSA). The FAFSA should be completed each year after January 1 but no later than February 15 to ensure consideration for all federal and state grants. Tennessee residents need to be especially mindful of this date as the Tennessee Grant (TSAC) has been out of funding by March 1 for the past several years. To complete the FAFSA, each student must first secure a PIN for the student and one parent (unless the student is independent) by going to www.pin.ed.gov. After obtaining the PINs, the student should complete the correct year's application at www.fafsa.ed.gov. The student should list the Bethel University school code 003480 as the first school of choice. The PIN numbers are used as electronic signatures to finalize the application. Filing electronically provides the quickest means of processing the information on the form. However, paper FAFSA forms are available by calling 1-800-4-FED-AID. For more details, contact the Office of Financial Aid at 731-352-6418. Please note that only natural parents', stepparents', or adoptive parents' information is to be used on this application for dependent students. In the case of divorced parents, the student should use the financial and family information for the parent/stepparent with whom he or

she resides. Grandparent or guardian information is not allowed. Note that the first Tennessee school listed on the FAFSA will be assigned any Lottery or TSAC funds for which the student may be eligible. Students can request a transfer of funds if they decide to attend a different school within the state of Tennessee.

3. Financial aid award packets will be offered only after all requested documents and paperwork have been received and reviewed by the university.

Student files are selected at random by the Department of Education's federal processing center or by Bethel University for a review called verification. A student whose files are selected are notified on the Federal Student Aid Report they receive after filing the FAFSA and also by the University. The Office of Financial Aid will send an Institutional Verification Worksheet (IVF) and a letter detailing what documents are to be submitted. If the student provided no income/asset information for himself or herself or for a parent on the FASFA, a Verification of Living Expense and Income form will be sent as financial aid offices now must be able to document the family was not required to file a federal tax return. Also note that married parents who both file as head of household will be required to re-file a tax return filing jointly if they wish their student to receive federal or state aid, unless the head of household meets IRS tax codes.

The student is responsible for submitting all documents requested within 30 days of receipt of the verification

request letter. Failure to submit this data will result in the forfeiture of all federal and state aid. Exceptions to this deadline may be made provided the student contacts the Office of Financial Aid explaining the reason for delay and a projected date of receipt. By signing and submitting the IVF a student also gives permission for the Office of Financial aid to make electronic corrections resulting from verification. The student will then receive a summary of any corrections from the federal processing center. The final deadline for a financial aid year will be August 31, or no later than 90 days after the last day of enrollment, whichever is earlier.

The student will give Bethel University permission to make electronic corrections resulting from the verification process by signing the back of the IVF. The IVF will be mailed to the student with the Verification Request Letter. The student will receive a one-page summary of the corrections from the CPS.

Bethel University Loan Policy

Students who have defaulted on prior loans, either through the Federal Perkins Loan or Federal Stafford Loan programs, will be considered for additional federal loans at Bethel University only upon written appeal to the Student Retention and Appeals Committee. This policy applies to students who have or will rehabilitate the defaulted loan(s) as well. Students wishing to appeal should contact the Office of Financial Aid for further information.

Scholarships and Aid

Federal and State Financial Aid Programs

Bethel University participates in federal and state grants, loans, and Work-Study programs. Students must file a Free Application for Federal Student Aid (FAFSA) or Renewal FAFSA each academic year for consideration in these programs. (See Applying for Financial Aid.)

Federal Pell Grants

Federal Pell Grants are awarded to students with financial need as determined by the filing of the FAFSA and the federal needs formula. If eligible, the amount of a Federal Pell Grant depends on enrollment status (full-time or part-time) and whether attendance is for a full academic year or less. Awards range from \$400 to \$4731.

Federal Stafford Loan Programs

Federal Stafford Loans are fixed rate loans with a current interest rate of six percent for Subsidized Federal Stafford Loans at the undergraduate level of study and 6.8 percent for all Unsubsidized Federal Stafford Loans at the undergraduate and graduate level. Principal and interest payments on the need based Subsidized Stafford Loans are deferred until the student graduates, drops below half time enrollment, or withdraws from the University. Only the principal is deferred on the non-need based Federal Unsubsidized Stafford Loans with interest payments made while in college. Loan amounts vary based on academic status, enrollment status,

and whether the student is “dependent” or “independent” per the Department of Education policy. Current loan limits are as follows:

Dependent Students (except students whose parents can borrow Plus)

Base Amounts

Freshman: \$3500

Sophomore: \$4500

Junior and Senior: \$5500

Additional Unsubsidized Loan Amounts (if Parent Plus loan is denied)

Freshman: \$2000 or \$6000

Sophomore: \$2000 or \$6000

Junior and Senior: \$2000 or \$7000

Independent Students

Base Amounts

Freshman: \$3500

Sophomore: \$4500

Junior and Senior: \$5500

Additional Unsubsidized Loan Amounts (if Parent Plus loan is denied)

Freshman: \$6000

Sophomore: \$6000

Junior and Senior: \$7000

Aggregate Loan Amounts

Undergraduate Dependent Students: \$31000, of which no more than \$23000 can be subsidized

Undergraduate Independent Students: \$57500, of which no more than \$23000 can be subsidized

Graduate or Professional Students: \$138,500 (currently) of which no more than \$65000 can be subsidized

Federal Parent Plus Loan

Under this loan program, parents who are credit worthy may borrow up to the cost of attendance budget minus any financial aid a student receives. The interest rate is a fixed rate of 8.5 percent. Unlike the student loan programs, this loan goes into repayment with the receipt of the second disbursement of the loan for the year. The minimum monthly payment starts at \$50 and increases depending on the amount borrowed. Repayment can be spread out over a ten year period.

Federal Perkins Loan

Bethel University has a limited amount of Perkins funds, and these are awarded to students who have demonstrated financial need with consideration given first to nursing or education majors. Award amounts vary to a maximum of \$4000 per year.

Vocational Rehabilitation Grants

These grants are made through the Department of Human Services for students who have some type of disability. Contact your local office of the Department of Human Services for more details.

State Financial Aid Programs

The State of Tennessee offers various types of scholarship and grant programs in which qualifying Bethel University students may participate.

Tennessee Educational Lottery Scholarship (TELS or Hope)

Consideration for TELS scholarships is based on the following:

1. Residency. Students must be a Tennessee resident for one year prior to the application deadline (September 1 for fall term or February 1 for spring and summer terms).
2. Traditional Enrollment. Students must be admitted and enrolled in six credit hours at a Hope-eligible postsecondary institution within 16 months of graduation from an eligible high school, home school, or GED program. This applies only to traditional students.
3. Nontraditional Student Credentials. Nontraditional students who are age 25 or older can earn their way into the lottery program. To qualify, the student cannot have attended a postsecondary institution within 24 months. The student must then attempt 12 credit hours and receiving a 2.75 cumulative GPA. Additionally, the student must have an adjusted gross income of \$36000 or less to qualify.
4. Minimum ACT, SAT, or High School GPA. For all Hope Scholarships except the Hope Access Grant, a student must have a minimum ACT composite score of 21 or a minimum SAT composite score of 980 (math and critical reading only) on a national test date or a 3.0 final weighted cumulative high school GPA for entering freshmen graduating from eligible public or category 1, 2, or 3 private school. GED students must have the minimum ACT or SAT score state above and score a 525 on the GED test. Home schooled

students and non-category 1, 2, or 3 private high school graduates must have a minimum ACT or SAT score and meet additional eligibility criteria. (Students in this group should contact TSAC for more details.) For the Access Grant, students must have ACT scores of 18, 19, or 20 or SAT (math and critical reading) scores of 980 or above and a 2.75 to 2.99 final weighted high school GPA. For dependent students, the parents' adjusted gross income must be \$36000 or less, and for independent students, the students' adjusted gross income must be \$36000 or less.

All Lottery scholarship recipients at Bethel University are required to read and sign a document outlining all the lottery policies and procedures. For complete eligibility and renewal criteria on all Tennessee Lottery Scholarships, go to www.CollegePaysTN.com. These scholarships range from \$2750 to \$5500.

Hope Scholarship continuation requirements (effective July 1, 2008) are as follows:

The Hope Scholarships use the following benchmark hours for determining whether or not each student meets renewal criteria: 24, 48, 72, 96, or any subsequent multiples of 24 thereafter. Students must have a 2.75 cumulative GPA at the end of 24 and 48 hours and a 3.0 cumulative GPA at the end of any subsequent benchmark semester in which continuation is reviewed. Students who fail to achieve a 3.0 cumulative GPA at the 72 hour benchmark or thereafter,

but have at least a 2.75 cumulative GPA and a semester GPA of at least 3.0 will continue to receive the Hope Scholarship. The student is eligible on a semester-by-semester basis so long as the student maintains full-time enrollment. If the student achieves a cumulative GPA of at least 3.0 at any time when continuation is reviewed, then the student shall be reviewed at the next benchmark. If a student fails to achieve a 2.75 cumulative GPA at the 72 hour benchmark or thereafter and does not have a semester GPA of at least 3.0, the student will lose the award but may regain the HOPE one time only under the new regulations mentioned above at any succeeding benchmark in which continuation is measured. Students may repeat one course one time as described under the existing statute.

Tennessee Hope Scholarships

For traditional students, Tennessee Hope Scholarships are based on a 3.0 cumulative high school GPA or a 21 ACT (980 SAT) score. GED applicants must have an exam score of 525 and a 21 ACT (980 SAT) score.

For nontraditional students, Hope Scholarships are based on the following criteria: the student must be 25 years old or older as an entering freshman or not enrolled for at least two years after last attending any postsecondary institution. The student must attempt 12 semester hours at Bethel with at least a 2.75 GPA. If the student does not have at least a cumulative 2.75 GPA at 12 semester hours, the student may be

eligible for Hope at 24 semester hours with at least a 2.75 cumulative GPA. If the student does not have at least a cumulative 2.75 GPA at 12, 24, or 48 semester hours, the student may be eligible for Hope if the student meets the minimum requirements at 72 semester hours and those at subsequent semesters thereafter. (See Hope Scholarship continuation requirements above.) Once a recipient of the Hope Scholarship, the non-traditional students shall maintain the minimum continuation requirements for Hope like all other Hope recipients. Eligibility for the Hope scholarship ends if the student earns a baccalaureate degree, if the student receives Hope scholarships for five years, or if five years have passed since the student enrolled in an eligible institution as a non-traditional student. Non-traditional students are not eligible for Aspire or GAMS awards.

General Assembly Merit Scholarship (GAMS)

This is a supplement to the Tennessee Hope Lottery Scholarship for entering freshmen who have at least a 3.75 unweighted cumulative GPA and a 29 ACT or 1280 SAT score.

Tennessee Aspire Scholarship

This additional supplement is available to students who meet Tennessee Hope Lottery Scholarship requirements and whose parents' adjusted gross income for dependent students or whose own adjusted gross income for dependent students (and their spouses) is \$36,000 or less on the most recent IRS tax form. Renewal requires continued eligibility

for the Tennessee Hope Lottery and an adjusted gross income of \$36,000 or less.

Tennessee Hope Access Grant

This grant is awarded to students who have a 2.75 unweighted cumulative high school GPA, 18 ACT or 860 SAT score, and whose parents' adjusted gross income (for dependent students) or whose own adjusted gross income (for independent students) is \$36,000 or less on the most recent IRS tax form. The student may be eligible for Tennessee Hope Scholarship in the second year by meeting Hope renewal requirements. For more information, contact the Bethel University Office of Financial Aid or the Tennessee Student Assistance Corporation in Nashville, or visit www.CollegePaysTN.com.

Satisfactory Academic Progress (SAP) for Receiving Financial Aid

Students must be making Satisfactory Academic Progress (SAP) to be eligible for Financial Aid Assistance. SAP has three measurements that are required to ensure the student is making progress towards graduation; Cumulative Grade Point Average, Completion Ratio, and Maximum Time Limit.

Cumulative Grade Point Average (CGPA)

Qualitative Measure

Students must be making academic progress toward graduation by maintaining the following CGPA:

Undergraduate Hours

- 0-27 credit hours complete
1.5 CGPA
- 28-47 credit hours completed
1.8 CGPA
- 48 or more credit hours
completed 2.0 CGPA

Completion Ratio (Quantitative Measure)

Satisfactory completion of at least 66.67% of all coursework attempted. This means achieving a grade of "D" or above. Grades of "F", "I", "WF", "WP" or "W" are not satisfactory.

Maximum Time Limit Measure

Students must be making cumulative progress toward graduation and must complete their requirements within 150% of the published length of their academic program.

Example of formula—Under-graduate level must have 128 hours completed to graduate, $128 \times 150\% = 192$ hours maximum.

2. Financial Aid Warning (FAW)

Students who fail to meet all three SAP measurements at the end of their current payment period will be placed on FAW for their next payment period. Students under this status may continue to receive Financial Aid assistance for one additional payment period. If the student is meeting all three SAP measurements at the end of the FAW period their status will change back to IGAS; if not, they will be placed on a Financial Aid Canceled (FAC) status. *Students who fail all courses during a payment period will result in a FAC status without a warning period.*

3. Financial Aid Canceled (FAC)

If all three SAP measurements are not met during the FAW semester or a student fails all courses during a semester this will result in a FAC status. Students under the FAC status are no longer eligible for any Financial Aid assistance. Students should be prepared to pay for any charges incurred while on Financial Aid Canceled status. Students may appeal this status.

4. Financial Aid Probation (FAP)

Students on a FAC status due to not meeting all three SAP measurements may be eligible to appeal for reinstatement. If the appeal is approved the student will be placed on FINANCIAL AID PROBATION. Reasons that may be acceptable for an appeal are:

- Serious illness or accident on the part of the student
- Death, accident, or serious illness in the immediate family

Four SAP Statuses

Student's academic records are evaluated by the Financial Aid Office at the end of each payment period. There are four SAP statuses that can apply:

1. In Good Academic Standing
2. Financial Aid Warning
3. Financial Aid Canceled
4. Financial Aid Probation

1. In Good Academic Standing (IGAS)

Student has met all three measurements of SAP.

- Other documented circumstances beyond the control of the student

After FAP has been approved the student must be meeting all SAP measurements at the end of the probationary payment period or be successfully following an academic plan designed for the individual student to achieve SAP at a determined reasonable period of time. If they do not they will be placed on the FAC status again.

Satisfactory Academic Progress Appeal Process

Students whose financial aid was cancelled due to not meeting all three measurements of SAP may be eligible to appeal for reinstatement.

The Purpose of the SAP Appeal

The purpose of the SAP Appeal is to allow a student to explain the circumstances that interfered with their ability to meet SAP standards during the most recent payment period.

Steps for Appealing

1. Complete the Bethel University Satisfactory Academic Progress Appeal Form.
2. Attach a formal letter, describing in detail the extenuating circumstances that prevented the student from maintaining SAP, and what has changed that would support maintaining SAP in the future.
3. Submit the SAP Form, formal letter, and required documentation to the Bethel University Financial Aid Office that administers the

student's program.

4. Acceptable documentation is listed on the SAP appeal form. Appeals submitted without the required official documentation will be denied. If the Financial Aid office that administers the student's program requires further information or clarification from a student, then it will request additional documentation via the student's Bethel e-mail address. All documentation submitted is confidential to the extent permitted or required by law.

During the Appeal

Students requesting an appeal are ineligible to receive Financial Aid funding or deferment of payment until the appeal has been processed and approved. An appeal may be denied. If the student registers for classes during the appeal process they should make payment arrangements other than financial aid funding in advance in the event that their appeal is denied.

Appeal Approval

Not all appeals are approved. Approval is dependent on factors that include but are not exclusive of: prior academic progress, ability to document unusual circumstances during the time of failure to achieve SAP, ability to prove that circumstances have changed to ensure future success, and reasonable ability to achieve SAP prior to graduation. If the appeal is approved the student must be meeting all three SAP measurements at the end

of the probationary payment period or be successfully following an academic plan designed for the individual student to achieve SAP at a determined reasonable period of time.

- Notify the Financial Aid Office administering aid for their program when they have met all SAP measurements and provide supporting documentation.

Academic Plan

If a student is unable to meet all three SAP measurements within one payment period they will be placed on an academic plan. The student will need to meet with their advisor to develop a plan of study. The plan of study will detail the exact courses and hours needed for the student to graduate. The student must adhere to the plan of study, attempt and satisfactorily complete 12 or more credit hours per payment period, and maintain a minimum 2.5 GPA for the payment period. Based on these requirements a deadline will be set based on each individual student's academic plan of when the student can reasonably begin meeting all three SAP measurements and will be removed from the probationary status.

Appeal Denied - Making Up Deficient Credit Hours Without Aid

In the event that the student does not qualify for an appeal, they may be eligible to have financial aid reinstated by the following actions:

- Attend Bethel University or another school at their own expense until they are again meeting all of Bethel University's SAP requirements. The student would be reinstated under the Financial Aid Warning status.

AND

Additional Information Concerning Satisfactory Academic Progress

Transfer Students

Transfer students will be governed by the same rules as other students. All transfer credit hours accepted by Bethel University will count towards attempted hours.

Repeat, Pre-threshold, & Threshold Courses

Repeated, Pre-threshold, and Threshold courses are included in the completion ratio and the maximum time limit measure. If a course is repeated only the repeat grade counts toward graduation requirements and cumulative grade point averages.

Financial Aid Disclaimers

Commitment of federal funds or state funds is tentative and contingent upon subsequent congressional and/or state appropriation and actual receipt of the funds by Bethel University.

The Office of Financial Aid has the right to review, modify, or cancel an award at any time because of changes in financial, enrollment, residential, or academic status or changes of academic program.

CURRICULUM ORGANIZATION

The College of Professional Studies offers programs designed to meet the educational needs of working adults. In keeping with the university's mission to create opportunities for members of the learning community, the college offers course work leading to the degree of Bachelor of Science in Management and Organizational Development at locations throughout Tennessee. Satellite campuses are located in Chattanooga, Clarksville, Germantown (Memphis), Jackson, and Nashville, Tennessee.

The Bachelor of Science in Organizational Leadership is offered on-line.

The college offers three main programs: Success, College Start, and Special Offerings. The Success and College Start programs are cohort-based, and groups start on a rolling basis throughout the year. Each cohort consists of 12 to 18 adult learners who typically remain together as a group throughout the entire program. In addition to the policies and procedures described in this catalog, policies applicable to students in the College of Professional Education are also published in the Adult Learner Handbook and on the college's web-page, www.bethel4success.net.

The Success program incorporates the 42 semester hours in the Management and Organizational Development major and the 45 hours in the Organizational Leadership major.

Classes meet once per week for five weeks in four hour sessions, usually during the evening. The program is divided into three terms. Adult learners enroll in one class at a time and complete 13 courses in the major over a 16 month period. The program focuses on the combination of theory and practical application. Success major field courses represent junior- and senior-level courses.

The College Start program offers 48 semester hours, including the entire Common Core, over a 20 month timeframe. Like the Success program, classes meet once per week for five weeks in four-hour sessions. The program is designed for adults who have little or no college experience. The College Start program offers the same liberal arts base as the University's traditional programs plus additional elective hours supportive of the Management and Organizational Development major. The program is divided into four terms. The first three terms are primarily Common Core courses including introductory courses in English composition, art and theatre, microcomputer applications, natural science, U.S. history, and religion. College Start courses represent freshman- and sophomore-level coursework.

Special Offering courses are general elective courses designed to provide breadth to the curriculum in the Success and College Start programs.

Classes offered as Special Offerings meet once per week for five weeks in four hour sessions, usually in the evening or on Saturday.

8. Students will demonstrate effective critical thinking skills.
9. Students will show proficiency in using information technology.

The Common Core

Bethel University believes the Common Core is the foundation of a liberal arts education. The Common Core is the general education portion of the Bethel University curriculum, and it supports the mission of the University by providing breadth of knowledge and placing the multiple disciplines in perspective. The Common Core promotes critical thinking and reflection which support the depth of knowledge offered in the majors while providing students with shared learning experiences. The Common Core is included in the College Start portion of the College of Professional Studies curriculum.

In order to realize these outcomes, undergraduate students at Bethel University are required to take the following Common Core courses:

- College Orientation Experience 101
English 101 & 111
6 Credit hours of Religion
6 Credit hours of Social Science
6 Credit hours of Science/Math
6 Credit hours of Humanities

College Start Common Core courses include:

- College Orientation Experience 101
English 101 & 111
Religion 111 & 112
History 211 & 212
Science 101 & 115
Humanities 101 & 102

Educational outcomes of the Bethel Common Core are as follows:

1. Students will develop adequate oral communication skills.
2. Students will develop adequate written communication skills.
3. Students will be able to utilize the basic principles of scientific methodology.
4. Students will demonstrate the basic principles of quantitative reasoning.
5. Students will demonstrate an understanding of the historic dimensions of the human experience.
6. Students will articulate an appreciation of the arts.
7. Students will demonstrate an understanding of the scholarly dimension of religious studies.

Progress toward meeting the outcomes of the Common Core is measured in a number of ways, through standardized, nationally-normed tests, internally generated tests, class activities, and survey data.

*Students in the Organizational Leadership major must meet the core requirements as stipulated by the Department of Education in the state of residency.

THE COLLEGE START PROGRAM

College Start Course Descriptions

BUS 111. Introduction to Business (3 hours) Survey of business disciplines including economics, management, finance, accounting, marketing, and business law. Does not fulfill requirements for a major in Business Administration.

BUS 112. Personal Finance (3 hours) An introduction course designed to enable the student to consider the factors that are involved in managing personal resources. Topics include budgeting, checking accounts, borrowing money, buying real and personal property, buying health and life insurance, and consumer information.

COE 101. College Orientation Experience (3 hours) Opportunity for first-year students to learn about themselves and adjust to college life. Sets the groundwork for meeting educational goals in academic, social, physical, emotional, and spiritual dimensions. Topics include study skills, financial aid, library orientation, college catalog and curriculum, registration overview, campus life, and social issues. Training on computers and computer software.

ENG 101. Expository Writing (3 hours) Threshold course in writing. Pre-writing, writing, and revising paragraphs, essays, and documented papers. Reading, discussing, and analyzing rhetorical models. A grade of C or better is required before proceeding to ENG 111. Prerequisites: A grade of C or better in ENG 010 or a minimum ACT subscore of 18 in English or permission of the instructor.

ENG 111. Writing about Literature (3 hours) Reading, analyzing, and writing about a variety of literary genres including poetry, drama, the short story, and the novel. Research paper required. Prerequisite: ENG 101 or exemption.

HIS 211. History of the United States I (3 hours) Survey of United States history to 1860: colonial origins, colonial development, independence and revolution, evolution of American democracy, the seeds of disunion.

HIS 212. History of the United States II (3 hours) Survey of United States history since 1860: Civil War and Reconstruction, emergence of the U.S. as a world power, the quest for social and economic justice, economic growth and problems, the dilemma of leadership.

HUM 101. Mark Twain (3 hours)

Emphasizes the role Mark Twain played in American literature. The course covers four of Twain's novels and a short story. Students will evaluate Twain's role as a spokesman on issues of American life and how he can be viewed as being more than just a humorist by evaluating themes which dominate his works. Students will examine how Twain's work has been interpreted by literary critics, film directors, screenwriters, actors, and the viewing public.

HUM 102. 20th Century American Drama (3 hours)

Emphasizes how Thornton Wilder, Eugene O'Neill, Arthur Miller, Lillian Hellman, and Edward Albee helped to shape the 20th century American theater. The course will cover one play by each of these authors. Students will evaluate how these plays are a reflection of American life and themes. Students will examine how these playwrights' works have been interpreted by literary critics, film directors, screenwriters, actors, and the viewing public.

REL 111. Understanding the Old Testament (3 hours) Content and interpretation of selected portions of the Old Testament.**REL 112.** Understanding the New Testament (3 hours) Content and interpretation of selected portions of the New Testament.**SCI 101.** Science and Humanity (3 hours) Threshold course in science. Emphasizes selected milestones in history of science and technology and the philosophical foundations of the development of science. Examples will be drawn from astronomy, biology, chemistry, geology, mathematics, and physics.**SCI 115.** Environmental Science (3 hours) Investigation of the interrelationships between the biotic and abiotic environments which form the natural world. Topics include structure and function of ecosystems, the causes and consequences of human population growth, environmental pollution, and the importance of balancing utilization and conservation of natural resources.

MANAGEMENT AND ORGANIZATIONAL DEVELOPMENT

Note: This major is available only to the nontraditional student who has 3+ years of work experience or other applicable experience and who has already completed a minimum of 30 semester hours of college credit. Any student interested in this major should contact the Success Program Office.

The Major in Management and Organizational Development

Bachelor of Science

A. Common Core (34 hours)

English Composition - 6 hrs.

Humanities - 6 hrs.

*Religion - 6 hrs.

Social Science - 6 hrs.

Mathematics/Natural Science - 6 hrs.

*Three hours of philosophy may be used to satisfy part of this requirement.

B. Program Core (4 hours)

BUS/CIS 215 - 3 hrs.

COE 401 - 1 hr.

C. Management and Organizational

Development Major (42 hours)

MOD 300, 310, 320, 340, 350, 360,

400, 410, 420, 430, 440, 450, 460A,

460B, 460C

Note: The MOD courses are available only to students enrolled in the Management and Organizational Development Major program. This major is taught in modular format.

D. Minor not required

E. Elective Courses

Note: The Common Core may be completed through the College Start program.

Management and Organizational Development Course Descriptions

MOD 101. Portfolio Development (3 hours) This course is strongly recommended for students planning to submit a portfolio describing and documenting their prior college-level learning experience. Topics include an overview of experiential learning, writing a portfolio paper, and collecting documentation in support of a portfolio paper.

MOD 217. Six-Sigma (3 hours) This course will offer an overview of Six-Sigma and the initiation of process improvement. The concept of Six-Sigma will be defined and distinguished from other quality improvement programs. The initiation and implementation of Six-Sigma programs is incorporated as are the representative tools used in Six-Sigma programs.

MOD 220. Substance Abuse in the Workplace (3 hours) A detailed

analysis of the impact on the workplace of the abuse of both legal and illegal drugs. This course will give an in-depth overview of selected substances that are commonly abused in

the workplace. This course will cover theories of counseling used to treat chemically dependent individuals.

MOD 240. Lean Operations (3 hours) This course focuses on the concept of lean operations for manufacturing, service, and health care industries. A history of operational management is detailed before exploring the specifics of Lean philosophy. A comprehensive discussion of the foundation and tenets of Lean precede the development of specific Lean tools utilized by major corporations for operations improvement. This course is activity-based with group and class interactive projects to emphasize key Lean concepts.

MOD 250. Group and Organizational Dynamics (3 hours) A study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on decision-making and resolving conflict in groups. Adult learners develop strategies for efficient and productive group management techniques.

MOD 300. Orientation to Adult Learning (3 hours) This course provides a paradigm for understanding individuals within organizations. Topics covered include adult learning theory, group formation and conflict management, the work environment, and communication channels within organizations. The course also covers writing and presentation skill development.

MOD 310. Issues in Management (3

hours) This course is about motivational theory and its application to individuals and group functioning in work and home situations. Leadership styles related to particular circumstances are analyzed. Negation is covered through readings and class practice, with an analysis of the effect of productivity.

MOD 320. Systems Approach to Organizational Analysis (3 hours) An online class that examines the formal and informal functions of organizations and analysis of agencies or organizations based on a systems model. Adult learners analyze and solve organizational problems using a step-by-step method, which will be applied to work-related independent study projects. This class serves as a springboard for the organizational research project (MOD 460).

MOD 340. Leadership (3 hours) This course considers implications of leadership, the relation of leadership to motivation, and various theories of leadership. The techniques used by leaders to maintain follower compliance will also be examined, sources of power for leaders, negotiation strategies, and leaders in the context of teams and multicultural environments are also reviewed.

MOD 350. Human Behavior in Organizations (3 hours) The course is an examination of current theory in organizational behavior including the study of interactions between and among individuals in the organizational context. Topics include

organizational culture, goal-setting, performance management, stress and work-life balance, teams, and power in organizations.

MOD 360. Introduction to Research and Analysis Using Statistics (3 hours) Problem analysis and evaluation techniques. Methods for defining reseraching, analyzing, and evaluating problems in the work or vocational environments selected for an independent study project. Specific statistical information covered in the course includes identifying and measuring objectives, collecting data, working with significant levels, and analyzing variance and constructing questionnaires.

MOD 400. Human Resource Management (3 hours) Exploration of the values and perceptions of selected groups affecting social and economic life through an analysis of policies and practices of recruitment, selection, training, development and compensation of employees. Special attention is given to Equal Opportunity and Office of Safety and Health Administration legislation through a series of case studies and simulations.

MOD 410. Quantitative Approaches to Managerial Decision Making (3 hours) This course is an examination of quantitative applications in management with an emphasis in management accounting and operations management. Topics include: budgeting, forecasting, cost control, financial analysis, the value-chain, cost management, and total quality

management.

MOD 420. Issues in Marketing (3 hours) Principles of marketing needed by managers in all areas in order to develop and utilize effective marketing practices. Concepts of the global economy, including major social, psychological, and political influences and their marketing implications are considered from a manager's perspective.

MOD 430. Business, Government, and the International Economy (3 hours) This course examines the interaction between business organizations, governmental structures, and the international economic environment. Topics include governmental attempts to regulate business organizations and manage the national economy. Models of competitive production are reviewed as is the impact of global competition.

MOD 440. Strategic Planning (3 hours) Various management planning models, techniques, and application to business cases. Concepts of strategic planning and strategic management.

MOD 450. Ethical and Legal Environment of Organizations (3 hours) This course considers managerial decision-making from an ethical and legal standpoint. Topics include the application of moral philosophy to the business environment, the Constitutional basis for regulations such as teams in capitalist environments, anti-trust regulation, and human rights.

MOD 4550. Business and Society (3 hours) Introduces a strategic social responsibility framework for courses that address the role of business in society. Social responsibility is concerned with issues related to values and expectations, as well as the rights of members of society. We view social responsibility as the extent to which a business adopts a strategic focus for fulfilling the economic, legal, ethical, and philanthropic responsibilities expected by all its stakeholders.

MOD 460 A, B, C. Organizational Research Project *optional* (6 hours) This is an online independent project requiring the analysis of an organization, identification of a problem or opportunity, research of previous work on the topic, and collection and analysis of data to make an informed recommendation. A comprehensive paper documenting the development of the project is required. This is a 3-part course with each section worth 2 credit hours for a total of 6 semester hours.

MOD 290-490. Special Topics (1-3 hours) A special course developed to afford learning experiences beyond courses in the curriculum. Topic of the course is approved by the Program Director.

College Orientation Experience Course Description

COE 401. Career Opportunity Experience (1 hour) This course requires participation in actual interview processes for job/graduate school place-

ment assistance and career contacts, participation in seminars, workshops and job fairs.

Business Administration/Computer Information Systems Course Description

BUS/CIS 255. Microcomputer Applications (3 hours) A course designed to introduce students to the world of microcomputer applications as it applies to the world of business. The concentration will be on familiarizing students with the different types of applications for businesses, both off the shelf and specialized.

Students must choose one of the two following options:

Option One: Take six hours of ORP (MOD 460A, B, and C)

Option Two: Take two classes from the list below (3 credit hours each)

MOD 4350. Sales and Sales Management (3 hours) This course covers responsibilities and strategies associated with managing a sales force, examines selling techniques from a variety of perspectives and focuses on the creation of entrepreneurial strategies for sales force management. Gaining and understanding of selling in the contemporary business environment with a strong focus on creating and communicating value for customers and managing the buyer-seller relationship processing a key component of this course. Students engage in leadership

and management techniques that enhance the success of individual salespeople and of organizations.

MOD 4450. Crisis Management
(3 hours) This course develops managerial skills in crisis avoidance, management, and recovery. Students learn how to respond to situations creating danger to organizations, their employees, and the public.

MOD 4550. Business and Society (3 hours) Introduces a strategic social responsibility framework for courses that address the role of business in society. Social responsibility is concerned with issues related to values and expectations, as well as the rights of members of society. We view social responsibility as the extent to which a business adopts a strategic focus for fulfilling the economic, legal, ethical, and philanthropic responsibilities expected by all its stakeholders.

MOD 4800. Business Law (3 hours)
This is a senior level course designed to provide the adult learner with an understanding of the nature of law, tort, contracts, the sale of goods, and the legal regulations of business competition. The law of ownership, forms of business, organization, commercial paper, and secured transactions may also be topics of discussion.

ORGANIZATIONAL LEADERSHIP (ONLINE)

Note: This major is available only to the nontraditional student who has 3+ years of work experience or other applicable experience and who has already completed a minimum of 30 semester hours of college credit. Any student interested in this major should contact the Success Program Office.

The Major in Organizational Leadership *Bachelor of Science*

A. Common Core Requirements

*Indicates a course taught in College Start; these are not the only courses that can fulfill the requirement

6 hours of English Composition

*ENG 101 Expository Writing

*ENG 111 Writing about Literature

6 hours of Mathematics and/or Science**

*SCI 101 Science and Humanity

*SCI 115 Environmental Science

**Residents of Arkansas must complete 8 hours of science with laboratories and 3 hours of mathematics (college algebra or above)

6 hours of Social Science***

*HIS 211 History of the US I

*HIS 212 History of the US II

***Residents of Arkansas must take 3 hours of U.S. History and 9 additional hours in social science

6 hours of religion and/or philosophy****

*REL 111 Old Testament

*REL 112 New Testament ****3

hours of this requirement may be fulfilled with a Business Ethics course taken other than the major requirement.

6 hours in the Humanities

*ART 212 Intro to the Visual Arts

*SAT 112 Understanding Theatre

TOTAL 30 hours

B. Program Core

BUS/CIS 255 - 3 hours

Microcomputer Applications

COE 401 - 1 hour

Career Orientation Experience

OL 1150 - 3 hours

Business in a Changing World

TOTAL 7 hours

C. Major

OL 3050 - 3 hours

Introduction to On-line Learning

OL 3110 - 3 hours

Principles of Management

OL 3210 - 3 hours

Principles of Managerial Accounting

OL 3220 - 3 hours

Principles of Marketing

OL 3230 - 3 hours
Organizational Theory
OL 3240 - 3 hours
Business Statistics

OL 3250 - 3 hours
Business Ethics

OL 3350 - 3 hours
Leadership

OL 3360 - 3 hours
Management Information Systems

OL 3370 - 3 hours
Systems Approach to Organizational Change

OL 4020 - 3 hours
Managerial Economics

OL 4240 - 3 hours
Strategic Management

Additional 9 hours from MOD 4350, 4450, 4550, 4700, and/or 4800

TOTAL 45 hours

D. Minor not required

E. General Electives 46 hours

TOTAL for BS 128 hours

Organizational Leadership Course Descriptions

OL 1150. Business in a Changing World (3 hours) The course is an introduction to the business environment and overview of the functional areas of business including management, marketing, accounting, finance, and information systems.

OL 3050. Orientation to Online Learning (3 hours) This course is an introduction to learning in the on-line environment. Topics include the learning management system, library resources, and other support mechanisms within the program.

OL 3110. Principles of Management (3 hours) Survey course in the functional areas of management including leading, controlling, planning, and organizing in a global environment.

OL 3210. Principles of Managerial Accounting (3 hours) This course is an introduction to concepts in accounting from the manager's perspective. Topics include cost-volume-profit analysis, costing and budgeting.

OL 3220. Principles of Marketing (3 hours) Principles of Marketing introduces students to the 4 P's of marketing: product, price, promotion, and place, that combine to form the marketing mix.

OL 3230. Organizational Theory (3 hours) The course is an investigation of the theoretical models of organization and how organizations can be structured for maximum efficiency.

OL 3240. Business Statistics (3 hours) The course introduces the basic statistical concepts needed in the business environment. The emphasis is on the use of statistical information.

OL 3250. Business Ethics (3 hours) Business ethics explores the philosophical foundations of ethical and unethical behavior.

OL 3350. Leadership (3 hours) The course examines various theories of leadership as a managerial function and from the perspective of personal development.

OL 3360. Management Information Systems (3 hours) Management information systems explores the relationship between hardware, software, systems, and humans in the organizational context.

OL 3370. Systems Approach to Organizational Change (3 hours) The course applies general systems theory to management decisions and organizational analysis in a changing environment.

OL 4020. Managerial Economics (3 hours) The courses is an introduction to economics from a managerial perspective.

OL 4240. Strategic Management (3 hours) The course examines the development and deployment of strategy as a critical factor in organizational success.

OL 4250. Human Resource Management (3 hours) The course surveys the field of human resource management in its functional areas: staffing, compensation, performance appraisal, and training. The course includes an introduction to equal employment law.

OL 4340. Consumer Behavior (3 hours) The course examines the behavior of consumers in terms of increasing sales.

OL 4700. Organizational Development Project *optional* (3 hours) The course is a continuation of a Systems Approach to Organizational Change and applies general systems theory to the analysis of a living organization.

SPECIAL OFFERINGS

ART 212. Introduction to Visual Arts (3 hours) Elements of art, functions of design, techniques, and aesthetics; survey of the history of art of the Western World. Stylistic analysis used to consider major influences determining the character and purpose of art in history.

ENG 470. Exploring the Plays of Shakespeare (3 hours) Emphasizes the role Shakespeare played in drama and world literature. The course covers five plays (two comedies, two tragedies, and a history play). Students will evaluate how Shakespeare's plays transcend time and culture and will examine universal themes that dominate his work. Students will examine how Shakespeare's work has been interpreted by literary critics, film directors, screenwriters, actors, and the viewing public.

ENG 471. Jane Austen (3 hours) Emphasizes the role Jane Austen played as one of the first novelists. This course covers five of the six novels Austen published during her lifetime. Students will examine how Austen's novels are considered novels of manners and will explore how Austen's themes and characters still resonate with modern readers. Students will examine how Austen's work has been interpreted by literary critics, film directors, screenwriters, actors, and the viewing public.

ENG 472. Tennessee Williams (3 hours) Emphasizes the role Tennessee Williams' drama played in American literature, theater, and film. The course covers five of Williams' most successful plays. Students will explore several of Williams' themes and characters and will evaluate how Williams helped to shape not only American literature but Southern literature. Students will examine how Williams' work has been interpreted by literary critics, film directors, screenwriters, actors, and the viewing public.

HIS 440. African-American History I (3 hours) This course explores the African American experience from their first arrival in the British colonies in 1619 through the abolition of slavery following the Civil War in 1865. The class examines a wide variety of topics including the evolution of the institution of slavery, the slave trade, African and African American resistance, the critics of slavery, and the free black population among others. The course combines discussion and primary source analysis to offer students both a narrative of the past as well as the opportunity to draw their own conclusions about the topics discussed.

HIS 441. Civil War (3 hours) The Civil War is often called the Second American Revolution; as much as the first, it formed and shaped the country. A subtitle

of this course might be “The Civil War in Blood and Memory”; we will consider how the real war came and how it was fought, and then how Americans have interpreted it since. Did slavery alone cause the war? What was the war ABOUT? And what was the experience of war and battle for the millions who fought? And for the political and military commanders whose decisions shaped the outcome? The primary focus is on the military campaigns, and their political and diplomatic contexts. The course grade is based on a major research project chosen by the student and developed with help of the instructor.

HIS 450. Vietnam Conflict (3 hours) The Vietnam War, which lasted longer than any other military conflict in American history, grew out of the U.S. government’s Cold War-era policy to prevent the spread of communism at home and abroad. This course will examine U.S. motivations for entering the war and the military strategies employed. The role of the media, especially television, will be examined as well as the rise of domestic opposition to the war as troop levels and casualties escalated throughout the 1960s. Lastly, the legacy of the war and its impact on the U.S. and on Vietnam will be explored.

HUM 230. Digital Photography (3 hours) This course introduces the student to photography in the digital format. The goal is to teach and enhance visual communication involving personal expression and creativity. It teaches the student to translate an idea into a digital image enabling the student to use images for personal expression as well as internet communication and commercial applications. Students will learn basic technical skills involving use of cameras and software applications as they relate to photographic principles. It is a non-lab course. Registered students need access to a camera with the versatility to perform assignments. A textbook is not required.

HUM 260. Caring for the Aging Population (3 hours) How and why do we age? Is old age necessarily a period of decline? What are the benefits of old age? Why is it important to study aging? How is individual aging related to the structure of society? What are the problems of an aging society? These and other questions are the topic of this course. We will examine aging from the perspectives of sociology, psychology, social demography, history, biology, the medical sciences, and economics. In particular, we will start by studying aging from a developmental or life course perspective. Then we will discuss health care for the elderly and issues of death and dying. We will end the course with a social and economic outlook for an aging society.

HUM 406. Anthropology (3 hours) Introduction to Anthropology is designed to introduce students to the field by reviewing its four traditional subfields. The course will expose students to cultural anthropology, archaeology, physical anthropology, and linguistics. Subjects such as, Ethnography, Archaeologi-

cal Fieldwork, Primatology, Human Variation, Forensic Science, and applied Linguistics are just a few subfields that are reviewed. Students will be encouraged to form opinions and be willing to express them through discussion and writing.

HUM 451. Fact or Fiction (3 hours) A study of scientific topics and social concerns today and in history, this course examines our assumptions about the natural world and our place in it. It will take a close look at the science and history behind some of the most contentious topics we face, including evolution, epidemic disease, genetic engineering, and environmental change. Learners will be asked to use this information in order to evaluate claims made in the popular media about how we, as a society, navigate the competing claims of morality, government, and the common good. (The interdisciplinary nature of this course allows it to satisfy Common Core requirements in Social Science or Math/Science.)

MOD 220. Substance Abuse in the Workplace (3 hours) Substance abuse in the workplace introduces the adult learner to the impact and recognition of substance abuse in the workplace. Discussions focus on the individual and how substance abuse impacts their physical state, both short and long term. Adult learners will define the elements of an effective corporate substance abuse policy and identify the benefits of a Drug-Free Workplace Program. The course concludes with an opportunity for the adult learner to develop a drug-free program for their workplace or for a community coalition, or develop an Alcohol or other Drugs (AOD) presentation for a college campus or public high school.

MOD 252. Organizational Communications (3 hours) This course examines the role communication plays in creating a productive and successful organizational environment. This class aids adult learners in developing, analyzing and strengthening their communication skills by focusing on different types of communication, various communication mediums, presentation skills, conflict management and types of diversity within communications.

MOD 260. Critical Thinking (3 hours) This course, based on the critical literacy theory, provides tactile learning experiences in the use of intellectual tools to analyze, evaluate, and improve thinking.

MOD 261. Practical Stress Management (3 hours) Emphasizes how stress affects human health and behavior. Stress can affect a person psychologically, emotionally and physically. The course will examine how stress affects such diseases as cancer, hypertension, diabetes, and heart disease. Stress can also be related to environmental factors such as job and family life. Stephen Covey's First Things First and The Four Quadrants of Time Management will be

discussed as a possible means to help students alleviate stress. Type A and Type B personalities will be examined, and students will learn stress management techniques which will aid them in dealing with stress on a daily basis.

MOD 262. Drug and Alcohol Addiction (3 hours) Drug and Alcohol Addiction provides the adult learner with a basic understanding of these substances and their addictive qualities. The course begins with a historical perspective of drugs and alcohol in society and what current societal perceptions prevail. The adult learner will gain an appreciation for the biological and physiological basis for addiction. Adult learners will identify general drug classifications and their effects on physiology. The course concludes with the progression of substance abuse from casual use into addiction.

MOD 273. Foundations of Marketing (3 hours) This course provides students with a concise approach to the basic concepts of marketing. Beginning with an overview of marketing in our world, the class examines strategic market planning, e-marketing, global marketing, marketing research and target-market analysis. Included is a detailed look at consumer buying behavior, as well as the conceptualization, development and management of various business-marketing functions.

MOD 473. Sales & Sales Marketing (3 hours) This course focuses on creating and maintaining profitable long-term relationships with customers, highlighting the salesperson as an essential element in communicating value to customers. Special emphasis is placed on the art and science of “relationship marketing” and how it can be used to benefit individuals and businesses.

MUS 201. Music Appreciation (3 hours) Students will study the basic elements of music such as: sound, pitch, dynamics, voices, instruments/tone color, rhythm, melody, harmony and musical form. The course will involve different periods, styles, artists, and composers. Students will learn to recognize the period of history in which a piece was composed. The lives of various outstanding composers will be studied in depth and considerable “listening” time is involved, both in and outside of class time.

MUS 238. Survey of the Music Industry (3 hours) This course will explore the history, procedures, structure, standard practices, ethical issues, and technologies involved with all facets of the business of music. Students will observe various careers within these facets of the industry. Completion of the course should result in students understanding how all of the individual components of the Industry work together as a “well oiled machine”.

PHI 211. Introduction to Philosophy (3 hours) Problems in ethics, metaphysics,

and epistemology.

REL 255. Philosophy of Religion (3 hours) Philosophy of Religion is an introduction to the field of religion, not an exhaustive study. It is designed to start a journey of discovery, revealing key signposts along the way. In general, theological claims made over two millennia primarily by Christian scholars will be our focus although many of the issues considered relate, as well, to the other two ethical monotheistic (sometimes called Abrahamic) religions, Judaism and Islam. These traditions have been selected because they have been central to the development of Western civilization, and because many of the significant issues to be treated here are embedded in these traditions. This course will stretch your mind, cause you to think about religion in new and revealing terms, and, perhaps, help you resolve issues that you may have encountered in life and previous study. Many times, it strengthens religious commitments.

REL 301. Foundations of Christian Education (3 hours) Introduction of Christian Education: This course is an exciting and deep look at the historical foundation, development, and implications of Christian Education in America. Christian education is the foundation of evangelism, because it trains men and women to administer and lead people to Christ. You will be exposed to specialized ministries, such as counseling, Single Adult Ministries, Recovery Ministries, and Christian Camping Ministries for youth and adults. This course is a must for those who work in their church as a volunteer or paid employee. You will learn how to relate generationally to the Builder, Boomer, Busters, and Bridges as you work with children and adults of all ages.

REL 311. The Prophets of Israel (3 hours) In the course of this study, learners will be introduced to the development of the prophetic tradition in ancient Israel. Common themes among prophets will be explored, while also identifying unique approaches of the major and minor prophets. The relationship of the prophets to the monarchy and priesthood will be examined. Comparisons will be made between the Biblical prophets and modern day notions of prophecy.

REL 315. Basic Christian Beliefs (3 hours) In the course of this study, learners will be exposed to the fundamental doctrines common to all Christians, utilizing the analyses of various theologians from the earliest period of church history through the current period. The basis of the study will be an examination of the Apostles' Creed, an early statement of faith used as a teaching and catechetical tool through the centuries.

REL 316. Leadership in Christian Ministries (3 hours) Review and analysis of contemporary models of leadership within a Christian context with an emphasis upon means of discovering individual styles.

REL 325. Book of Romans (3 hours) Adult learners will receive an in-depth study of the book of Romans. Since Romans is considered by many to be the most doctrinal book in the Bible, its usefulness in studying essential Christian doctrine is evident. Romans provides the learner a systematic outline of the basic tenets of the Christian faith, particularly all the facets of the doctrine of salvation.

SAT 110. Public Speaking and Communication (3 hours) Development of communication methods and survey of basic communication models. Emphasis on public speech preparation and presentation Demographic identification, visual aids, research methods, composition strategies.

SAT 112. Understanding Theatre (3 hours) Study of the world of theatre via dramatic literature; introduction of significant historic movements; discussion of live performances plus applied analysis and collaborative projects.

SCI 111. Earth and Space Science (3 hours) Topics include astronomy, space exploration, formation of the earth, general and historical geology, mineralogy, weather and climate, oceanography, and natural resource conservation.

SPA 101. Spanish for Managers I (3 hours) Spanish for Managers begins with very basic conversational Spanish for everyday situations, then moves into vocabulary that is useful for Human Resource Managers. We are about (I hope) to adopt the acclaimed video series “Sol y viento” to make learning Spanish in a business context an adventure. There are in and out-of-class activities to help reinforce learning, as well as a short Learning Outcomes paper.

Online Courses

CRJ 1010. Introduction to Criminal Justice (3 hours) A survey of the criminal justice system and its major subsystems: law enforcement, courts and correction. Emphasis is not only on structure and function of the various components, but also their interactions. Students will gain an understanding of this important social institution, with particular attention paid to the legal rights and responsibilities of every citizen. Students will learn the basics of crime and justice in the United States; learn the rule of law and its application to crime; review the history of American law-enforcement; and gain an overview of the judicial process, including the administration of justice, sentencing and appeals.

MOD 4350. Sales and Sales Management (3 hours) The Sales and Sales Management course covers responsibilities and strategies associated with managing a sales force, examines selling techniques from a variety of perspectives and focuses on the creation of entrepreneurial strategies for sales force management. Gaining an understanding of selling in the contemporary business environment with a strong focus on creating and communicating value for customers and managing the buyer-seller relationship process is a key component of this course. Students engage in leadership and management techniques that enhance the success of individual salespeople and of organizations.

MOD 4450. Crisis Management (3 hours) This course develops managerial skills in crisis avoidance, management, and recovery. Students learn how to respond to situations creating danger to organizations, their employees, and the public.

MOD 4550. Business and Society (3 hours) Introduces a strategic social responsibility framework for courses that address the role of business in society. Social responsibility is concerned with issues related to values and expectations, as well as the rights of members of society. We view social responsibility as the extent to which a business adopts a strategic focus for fulfilling the economic, legal, ethical, and philanthropic responsibilities expected by all its stakeholders.

MOD 4800. Business Law (3 hours) Business Law is a senior level course designed to provide the adult learner with an understanding of the nature of law, tort, contracts, the sale of goods, and the legal regulation of business competition. The law of ownership, forms of business, organization, commercial paper, and secured transactions may also be topics of discussion.

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