

BETHEL
UNIVERSITY

COLLEGE OF
HEALTH SCIENCES



2013
2014

ACADEMIC
CATALOG

THE CATALOG
OF THE
BETHEL
UNIVERSITY
COLLEGE OF
HEALTH SCIENCES
2013 - 2014

325 Cherry Avenue
McKenzie, Tennessee 38201
Telephone: 731-352-6454
Fax: 731-393-0092
<http://www.bethelu.edu>
www.BethelU.edu

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The conditions, requirements, and policies set forth in this catalog have binding effect 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 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 six (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 conduct an investigation, if appropriate, with the University's legal counsel, into the matter. The Assistant to the President shall have access to any information in the possession of the University and may request additional information of the complainant.

The Assistant to the President shall conduct an investigation, if appropriate, with the University's legal counsel, into the matter. The Assistant to the President shall have access to any information in the possession of the University and may request additional information of the complainant.

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.

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 encompass 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 McMoresville, 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.

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.

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 accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, and masters 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 University is approved by the TN Board of Education as a teacher preparation institution for the State of TN. Bethel University's bachelor's degree in Nursing is approved by the Tennessee Board of Nursing. Five year initial accreditation was granted to the Nursing Program April 2010 by the Commission on Collegiate Nursing Education (CCNE). 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.

Campus Descriptions

Bethel University operates a main campus located in McKenzie, Tennessee, and six satellite campuses throughout the state. The main campus houses all traditional undergraduate programs, as well as coursework for the non-traditional degree completion programs. Satellite Campuses are located in Clarksville, Chattanooga, Jackson, Memphis, Nashville, and Paris Tennessee.

Each of these campuses offers classes for the university's nontraditional Success Program (business). Additionally, coursework for the Master of Arts in Education degrees are offered at the Jackson, Memphis, and Nashville sites. The College of Health Sciences' Physician Assistant program operates out of a new state-of-the-art medical facility in Paris. The College of Public Service offers both an undergraduate Bachelor of Science and a Master of Science degree. These programs are offered entirely online. The Master of Arts in Conflict Resolution is offered in Nashville and Memphis and online. Each satellite facility includes both classroom and office space.

FAMILY EDUCATIONAL RIGHTS & 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, place of birth, E-mail address, 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 release other information on students without written permission of the students if the release can be justified 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 parent, upon request.

As of January 3, 2012, the U.S. Department of Education’s FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records—including your Social Security Number, grades, or other private information—may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities (“Federal and State Authorities”) may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal-or state-supported education program. The evaluation may relate to any program that is “principally engaged in the provision of education,” such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize in receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

STATEMENT OF NON-DISCRIMINATION

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.

ACCEPTABLE USE OF TECHNOLOGY

I. Summary/Purpose

The purpose of the Bethel University network is to provide faculty, staff, and students with an electronic means of transmitting, receiving, and reviewing information necessary for academic pursuits as well as conducting daily business operations of the University. The Acceptable Use Policy covers all devices that comprise the Bethel University network. This includes, but is not limited to, all laptops, desktop systems, handheld computers, lab facilities, servers, classroom technology, the wired and wireless campus networks, and all software licensed to the University.

II. Rights and Responsibilities

The Bethel University network is provided and maintained by Bethel's IT department for the use of faculty, staff, and students. Accounts are created and given to all users for the purpose of academics, daily business and administrative operations, transmitting and receiving electronic mail and messages, and other authorized activities. Anyone using the Bethel network is responsible for:

- recognizing and honoring the intellectual property rights of others, making attributions as appropriate
- refraining from any illegal and improper intrusions into the accounts of others or into any Bethel University network resources or systems
- taking all reasonable steps to insure the accuracy and the security of information compiled, accessed, or provided
- being ethical and respectful of the rights of others and of the diversity of the University community, including the rights to privacy and all other legal requirements and restrictions regarding access to and the use of information
- refraining from acts that waste resources and prevent others from having broad access to Bethel's IT resources
- abiding by all other applicable University policies and standards relating to information technology resources.

These policies and standards include, but are not limited to: software, wireless, remote access and e-mail. Users are responsible for all activities to and from their network accounts. Users must take every precaution to protect logins and passwords. Under no circumstances should a user allow someone else to share a network or e-mail account.

III. Consent to Monitor

Bethel's computers and networks are shared resources, for use by all faculty, staff, and students. Any activity that inhibits or interferes with the use of these resources by others is not permitted. Although the University does not seek to monitor the communication of its faculty, staff, or students, Bethel's IT staff may access or examine files or accounts that are suspected of unauthorized use or misuse, that have been corrupted or damaged, or that may threaten the integrity of Bethel's computer systems. In addition, files, e-mail, access logs, and any other electronic records may be subject to search under court order.

IV. E-Mail Usage

Bethel University recognizes the utilization of electronic communications as an efficient and necessary method of conducting business and advancing its mission of education. Electronic mail (e-mail) should be used with the same care and discretion as any other type of official University communication. The Bethel's e-mail system is not a private secure communications medium. As such, e-mail users cannot expect privacy. By using Bethel's e-mail system, each user acknowledges:

The use of electronic mail is a privilege, not a right. E-mail is for University communication, research, or campus business. Transmitting certain types of communications is expressly forbidden. This includes messages containing chain letters, pyramids, urban legends, and alarming hoaxes; vulgar, obscene or sexually explicit language; threatening or offensive content; derogatory, defamatory, sexual, or other harassment; and discriminatory communication of any kind. As with other information technology resources, the use of e-mail for commercial or political purposes are strictly prohibited.

Under the US Electronic Communications Privacy Act, tampering with e-mail, interfering with the delivery of e-mail, and using e-mail for criminal purposes may be felony offenses, requiring the disclosure of messages to law enforcement or other third parties without notification.

E-mail messages should be transmitted only to those individuals who have a need to receive them. Distribution lists should be constructed and used carefully. E-mail distribution lists should be kept current and updated regularly. Inappropriate mass mailing is forbidden. This includes multiple

mailings to newsgroups, mailing lists, or individuals (e.g. “spamming,” “flooding,” or “bombing”).

All users of Bethel’s e-mail system waive any right to privacy in e-mail messages and consent to the access and disclosure of e-mail messages by authorized University personnel. Accordingly, the University reserves the right to access and disclose the contents of e-mail messages on a need-to-know basis. Users should recognize that under some circumstances, as a result of investigations, subpoenas, or lawsuits, the University might be required by law to disclose the contents of e-mail communications.

V. Bethel University Confidentiality Agreement

The information transmitted in this electronic mail is intended only for the person or entity to which it is addressed and may contain confidential, proprietary, and/or privileged material. Any review, retransmission, dissemination or other use of, or taking of any action in reliance upon, this information by persons or entities other than the intended recipient is prohibited. If you received this in error, please contact the sender and delete the material from all computers. Although Bethel has taken reasonable precautions to ensure that no viruses are present in this message, Bethel cannot accept responsibility for any loss or damage arising from the use of this message.

VI. Privacy

Bethel provides computers, computer, e-mail, e-portal, and network accounts to faculty members, staff and students for the purpose of furthering the University’s academic mission and conducting business. While incidental and occasional personal use of such systems is permissible, personal communications and files transmitted over or stored on Bethel systems are not treated differently from business communications; there can be no guarantee that personal communications will remain private or confidential. Pursuant to the Electronic Communications Privacy Act of 1986 (18 USC 2510 et seq.), notice is hereby given that there are no facilities provided by this system for sending or receiving private or confidential electronic communications. Messages relating to or in support of illegal activities will be reported to the appropriate authorities. Properly authorized individuals including the Director of Information Technology, Bethel IT staff, or Security may access e-mail, voice mail or computer accounts without the consent of the assigned user when there is a reasonable basis to believe that such action:

- is necessary to comply with legal requirements or process
- may yield information necessary for the investigation of a suspected violation of law or regulations, or of a suspected serious infraction of policy (for example alleged misconduct or harassment)

- is needed to maintain the integrity of Bethel's computing systems
- may yield information needed to deal with an emergency
- in the case of staff , will yield information that is needed for the ordinary business of the University to continue

This policy is intended to be fully consistent with the State of Tennessee Internet Acceptable Use Policy and the State of Tennessee Electronic Mail Acceptable Use Policy, as they exist or as they may be amended in the future, as well as with any other applicable policies regarding information technology systems which may be promulgated in the future by the State of Tennessee. To the extent that a discrepancy exists between this policy and State policy, State policy shall take precedence.

COLLEGE OF HEALTH SCIENCES

ACADEMIC POLICIES

MISSION

The mission of the Bethel University College of Health Sciences is to create opportunities for members of the learning community to become health care professionals who exemplify Christian values while providing service to the community through the healing arts. Academic Integrity

Areas of Student Responsibility

The University's expectations commence when the University initially accepts a student. They apply to the student's conduct wherever the student may be, on or off the campus, and when the student is engaged in University-related activities and when the student is not.

Basic Honesty

The University insists on basic honesty, and encourages the development of relationships characterized by integrity. Lying or misrepresentations concerning official University business threaten the welfare of the University community.

Academic Responsibility

- Academic honesty is an essential condition for the health of Bethel University and is vital to the achievement of its intended objectives. Consequently, any effort on the part of a person to submit work that is not his or her own in fulfillment of course or examination requirements shall not be tolerated.
- The unauthorized use, or attempted use, of any form of notes, tables, books, or other devices in the writing of an examination or test of any kind is prohibited.
- The use of words from a source without quotation and documentation, or the idea of a source without documentation constitutes plagiarism and is prohibited. All sources used in the preparation of a paper or other assignments should be listed in the bibliography and specific quotations and references should be indicated by appropriate citation.
- Any student giving or receiving unauthorized aid, by any means including notes, signs, words, or gestures, is guilty of cheating.

- The submission of work that is not the actual accomplishment of the person submitting it is a violation of academic honesty.
- Assistance in typing or proofreading a paper is not considered improper unless specifically forbidden by the instructor.
- The removal, misappropriation, or destruction of academic material in an unauthorized manner from the person, the office, or the vehicle of an instructor, from the library, or from another person is prohibited. (refer to The Log, The Student and Residence Life Handbook for further clarification)

The following actions, while not all inclusive, are examples of academic misconduct: 1) cheating during an exam, 2) plagiarism, consisting of representing someone else's work as your own in a paper, report, care plan etc., 3) use of alcohol or drugs while performing duties in the classroom or clinical, 4) falsification of any data in the classroom or clinical setting, and 5) any academic behaviors that violate the policies of the nursing or athletic training departments, Bethel University or Professional Standards of Conduct as stated in the Nursing Student Handbook or AT Student Handbook.

Students are expected to adhere to the academic conduct policies of Bethel University. Violation of any of these policies may result in dismissal from the AT or Nursing program.

CLASS ATTENDANCE

Note: Some professional programs may apply more stringent consequences based on classroom attendance. Please refer to your individual handbook for specific guidelines.

Bethel University considers regular class attendance to be essential to the teaching and learning process. Any 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. The final determination of true emergency will be at the discretion of the instructor of the course.
2. All faculty will report in writing to the Office of the Registrar all students whose total absences exceed the limit published in the class syllabus. The Registrar will record an automatic grade of F. This report is due when the limit has been exceeded. If any time after the fifth week of class a student's obtains automatic F's in all classes due to non-attendance, that student will be asked to leave the Bethel University campus within 48 hours after notification. There is no tuition refund after the fifth week of classes, but board charges will be pro-rated according to

the length of time (in weeks) that the students has had meals in the cafeteria except in the case of withdrawal due to disciplinary action. Note: A separate pro-rate refund applies to the student who is asked to leave during the first term of enrollment.

3. The responsibility for notifying the instructor of anticipated absences, and for fulfilling all assignments, rests entirely on the student.
4. The faculty are not expected to give make-up exams for unapproved absences.
5. A student cannot request to withdraw from any class in which a grade of "F" has been received for violation of the attendance policy as published in the course syllabus.

ACADEMIC FORGIVENESS POLICY

Undergraduate students who have not attended college or University for four consecutive calendar years prior to enrollment or re-enrollment will be eligible to apply in writing to the Office of the Registrar for the Academic Forgiveness Policy. This policy means that any coursework completed prior to enrollment or re-enrollment with a grade less than "C" will not be counted in the cumulative grade point average, and credit for the courses will be disallowed for graduation purposes. However, previous work (if not repeated) will be included in the grade point average in calculating honors for graduation.

This application must be made during the first year of re-enrollment for returning students and the first year of enrollment for transfer students. The application will be approved only after the student demonstrates academic success by completing 12 semester hours in the first term of re-enrollment at Bethel with a minimum GPA of 2.5 with no grade below "C". Part-time students will have a period of two semesters to complete the 12 semester hours with a minimum GPA of 2.5 with no grade below "C".

The student's permanent record will remain a record of all coursework attempted and all grades earned, but a note will be included on the transcript to indicate the application of the Academic Forgiveness Policy. The student must meet all graduation requirements as stated in the Catalog. The student cannot graduate under the catalog requirements of any year before the year that the Academic Forgiveness Policy was granted. This policy may be granted only one time for each student, and once granted it cannot be voided. The student who is readmitted or is a transfer student to Bethel must also understand that this policy may not be acceptable at other institutions.

GRADES

(see also “Attendance Policy”, “Academic Forgiveness Policy”, and “Academic Integrity”)

Undergraduate Grading System

The level of academic performance of each student is described in terms of the grade point average (GPA). The grade point average is determined by dividing the total grade points earned by the total hours attempted. The 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
- E: Final Exam Pending, 0 points
- I: Assigned Work Incomplete, 0 points
- P: Pass, 0 points
- W: Withdrew, 0 points
- FA: Failure due to violation of class attendance policy, 0 point
(Effective January 1, 2013)

In extenuating circumstances, students must arrange with a professor to receive an “I” (Incomplete) grade. The students must be passing the course to request the “I” grade, and the professor of the course will make the determination of whether or not the circumstance warrants an Incomplete. “I” grades must be removed within the first four weeks of the beginning of the next term (including summer). Failure to remove the “I” grade will result in an automatic grade of “F” for the course.

Pass/Fail grades are given for all internships and activity courses. Juniors and seniors may take one elective per semester on a Pass/Fail basis with advisor approval. The decision to take the elective on the Pass/Fail basis must be made at the time of registration. All course requirements must be complete in order to qualify for the “P” grade; the hours at attempted are computed for the grade of “F”.

**Note: The Department of Nursing, Athletic Training Program and Physician Assistant Program use a modified grading system. Please refer to the specific program guidelines.*

Receipt of Grades

Grades are not mailed each semester. Students may view or print a student copy of their grades through the student E-Portal. (For PA students you will utilize the Engrade system for access to grades.) If a student has an account balance, he or she will be unable to access his or her grades. In this case, the student will need to contact the Bethel University Business Office to clear the account before the grades will be made accessible.

Repeating Courses

Only courses in which a student earns a grade of “D” or “F” may be repeated for purposes of replacing the lower grade. The last grade earned will be 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. See program specific handbook for additional details.

Appeals

Any student who wishes to appeal a course grade must follow the process of appeal to the faculty member, Program Director, Academic Dean, and the Curriculum and Academic Policy Committee. All appeals must be in writing and given to the appropriate person no later than five days after the decision being appealed is made. The appeal must state on what grounds the appeal is being made and why the student believes an appeal is warranted. Between the time the decision being appealed is made and the time of the appeal hearing the decision being appealed stands and must be obeyed by the student. Note: Each program reserves the right to modify this policy.

Academic Probation and Suspension

Note: Individual programs within the College of Health Sciences may have a separate policy regarding academic probation that differs from this university policy.

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:

- 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. All students placed on academic probation must enroll on DEP 050. Exemption for this course is by written appeal to the Academic Dean.

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. The summer term may be used by students on probation or suspension to raise the GPA to the level required for good standing. Readmission to the University after a term of suspension is not automatic. Upon receipt of a suspension notice, the student may send a letter of appeal to the Academic Dean. The Academic Dean will notify the student when a decision has been made regarding enrollment in the following fall or spring semester. Likewise, a student who withdrew during a semester and wishes to return to following semester must submit a letter of appeal to the Academic Dean. However, any student who once attended Bethel University and did not return the following semester for whatever reason must file an Application for Readmission with the Office of Admissions. (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.

Currently enrolled students may transfer credits from other regionally accredited institutions of higher learning providing the following criteria are 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 nominates students to Who’s Who Among Students in American Colleges and Universities. Students are nominated by the faculty Curriculum and 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.

Traditional semester students who earn a GPA of 3.70 to 4.00 while enrolled in 12 or more hours of coursework in a given semester with no grade below C are named to the Bethel University Honor Roll. Traditional semester

students with no grade below C and a GPA of 3.50 to 3.69 are named to the Bethel University Dean's List.

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

The designation of "Student Marshal" is awarded to two rising seniors in the traditional undergraduate program who are campus leaders with high academic and leadership skills.

Honors Program Scholars are students who have earned a 3.00 GPA in the required Honors courses and who have earned a minimum cumulative GPA of 3.00. These students graduate from the Bethel Honors Program, a distinction which is noted on the students' transcripts and diplomas.

Honors Program

The Bethel University Honors Program is designed to challenge academically gifted students to develop their capacities for analysis, composition, research, and critical thinking in order to increase their preparation for the duties incumbent upon education and achievement.

CREDIT

Bethel University defines the unit of credit as the semester hour. This unit of measure designates one hour in class or one laboratory period per week for approximately 15 weeks of study. Nursing and Athletic Training laboratory credits are calculated according to usual national standards. The student load is the number of semester hours taken for credit each semester.

Normal Undergraduate Student Load

The normal student load is 16 semester hours per term. Schedules range from 14 to 18 hours for most students. Course loads more than 17 hours will be discouraged by advisors and incur additional fees. A student must 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.

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

Note: Individual Programs may have higher minimum GPA requirements.

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

1. Complete a minimum of 128 semester hours with an academic average of “C” (2.0 GPA).
2. Complete a major concentration of courses with no grade below a “C”.
3. Complete the requirements of the Core Curriculum for the College of Health Sciences Bachelor of Science.
4. Complete a minimum of 39 semester hours numbered 300 and above.
5. Meet the University residence requirements as follows:
 - Complete at least 32 hours of the final 38 semester hours through Bethel University
 - Complete at least 18 semester hours in a major field through Bethel University, or
 - Complete at least 40 semester hours in an adult education outreach major through Bethel University. If a minor is desired, the student must complete all courses required for the minor with at least nine semester hours in a minor field through Bethel University.
6. Meet the credits requirements for a degree. 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 one, except that in no case may a candidate graduate under a catalog published more than six years before the date of graduation.
7. File an application for graduation in the Office of the Registrar by September 30 for fall graduations, by February 18 for spring graduations and by May 16 for August graduation.
8. Participate in graduation exercises. Permission to graduate in absentia

must be secured from the Academic Dean 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.

All students are encouraged to file the “Plan of Study” with the Registrar no later than the end of the junior year. Failure to do so can result in a serious delay of graduation.

Requirements for a Second Degree

A student who has received either the B.A., B.S., or B.S.N. may receive a second bachelor’s degree provided all the specific requirements for the second degree are met and the student completes at least 32 semester hours through Bethel University.

Transfer 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.)

Students transferring, whether from two year or four-year institutions, must complete all Bethel University College of Health Science core requirements not met by transferred equivalent courses. Bethel University accepts college level credit earned through institutions of higher learning that hold regional accreditation in coursework where a grade of C or higher is earned. 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, effective January 1, 2013, 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. It is the student’s responsibility to determine that the transfer courses have been recorded in the College of Health Sciences Registrar’s Office.

Transfer students who have completed 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.)

Credit By Examination

Challenge Examinations are available to students enrolled at Bethel. Students may be awarded course credit based on results. All applications for departmental Challenge Examinations must be approved by the course instructor, the student’s advisor, and the Department Chair of the division offering the course. A department may adopt a standardized exam which may be oral, written or both. There may also be some courses in which the department does not offer a challenge exam. Students desiring to receive credit by Challenge Exam must start the procedure in the Office of the Registrar. All tuition costs connected with a particular exam must be met by the student prior to the testing date. Applications for such credit a particular course may be initiated only once. Challenge credit may not be used as a repeat of a course taken earlier. Credit will be awarded on a “Pass” basis only. A “Pass” is considered a level of work earning a “C” grade or higher. A failure on an exam will be recorded as an “F” on the transcript for that course. 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 DSST (formerly DANTES) examinations are offered. Students who fail a CLEP or DSST examination cannot take a Challenge Examination in that subject).

Students may qualify for advanced standing (maximum of 30 hours) by submitting acceptable scores as recommended by the American Council on Education (ACE) on the College Level Examination Program (CLEP) and the DANTES Subject Standardized Tests Program (DSST: formerly DANTES) academic subjects or by submitting acceptable scores (minimum of 3) on the College Board’s Advance Placement Program (AP). Note: No science lab credit is available through CLEP or DSST. ACE educational credit by examination, including credit transcripts by regionally accredited community colleges and ACE credit for training programs are also included in this area. Military personnel/veterans qualify for advanced standing due to course work taken in the Armed Forces.

Bethel University accepts up to 60 hours of CLEP, DSST, military and portfolio credit. However, a student may earn no more than 30 hours of ACE credit, which includes CLEP and DSST credit, and no more than 30 hours of portfolio credit. Grades and quality points are not given for advanced standing credit. As a result, a passing examination score will not act as a repeat of a previous grade in any class. It is also important to note that students will not be allowed to duplicate credit in any of the sections or transfer credit.

Internships

The Bethel internship program is designed to help all students bridge the gap between the classroom and the world of experience. Internships open students to possibilities for career development and personal growth and challenge them to creative participation in their own learning. Students may select two internships, but the maximum credit toward graduation is 12 semester hours (excluding state requirements for teacher education). International work is calculated at a rate of 45 clock hours of internship work per semester-hour of credit. Internship applications and guidelines are available in the Office of the Registrar. Any students enrolled for an internship must be covered by the group policy liability insurance through Bethel University.

Students intending to participate in the internship program should register for internship credit in the appropriate department prior to beginning their internship. If a student undertakes an internship without prior registration, a maximum of three hours of individual study credit may be granted if the academic advisor and individual study advisor agree that the experience met the requirements for an internship and include an additional paper or project. In no case will individual study credit or internship credit be granted for a non-classroom based participatory learning experience begun more than six months prior to application for credit. Individual studies credit may not be used to substitute for an internship in those majors where an internship is required.

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.

Graduate Only: No graduate credit is accepted by Bethel University for work done by correspondence or through any program awarding credit for prior non-college-sponsored learning.

Independent Study & 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 from 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 Direct 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 must be approved in advance by the Academic Dean.

Auditing Classes

Any class may be audited with the approval of the faculty member teaching the course. No transcript is maintained for audited courses. Audited classes must be registered with Registrar. (See "Special Fees for the 2013-2014 Academic Year" in the Financial Information section).

Developmental Education

On the basis of the results of ACT tests and other information, such as transcripts, some students will be placed in developmental courses to remedy deficiencies which would otherwise prevent success in the University curriculum. Students failing to obtain a grade of "C" or better in any developmental course after three attempts will receive an automatic suspension. Credit in developmental courses will not be counted toward graduation requirements. Credit hours earned in developmental courses will not be included in the GPA calculation for admission to the Athletic Training or Nursing programs.

Program Closure Policy

Bethel University monitors its academic programs for quality and vitality. From time to time, programs may be eliminated. Under these conditions, Bethel is committed to meeting the obligations it incurs when students matriculate. In the event that a program is eliminated, Bethel will continue to offer the coursework required for completion of the degree until such time as all students matriculated in the program have completed the program or have withdrawn from the university. In some cases, Bethel may request approval from the Commission on Colleges to engage in a teach-out agreement with another accredited institution. In the event that a program requiring state approval and/or professional accreditation loses its accreditation, Bethel will work with that accreditor to assure that the students are

not disadvantaged.

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 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. The Tutoring Center is located in the basement of the Burroughs Learning Center.

Counseling

Bethel provides many ongoing opportunities for students to counsel with University faculty and staff, including the 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 College Orientation Experience in the College of Health Sciences is designed for students interested in pursuing a career in health care and medical professions. This course will help students prepare for the demands of clinical education within their respective major. All undergraduate students in the College of Health Sciences are required to take this course during the first semester of their freshman year to assist students in the transition from high school to university. Students who transfer 12 or more college credits from another institution are not required to take this course.

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 Office of Disability Services. Applicants with special needs who desire accommodation in the application process should make their needs known to their admission counselors.

Student Health Services

Student health services are available in the student health clinic Monday through Friday. Services provided include urgent care and certain immunizations.

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.

At Risk Program

Bethel University administers an At Risk Program through the Admission and Retention Committee. This program was created to identify and help students who are at academic risk because of poor class attendance, academic work below the “C” grade level, inadequate class participation and assignment completion, and/or inappropriate classroom, campus, or dorm behavior.

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 onsite support through the Bethel IT Help Desk and access to technology in the classroom. Students are required to meet the terms and condition 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. The contact individual for Information Technology Services within the College of Health Sciences is Kelli Zwayer at zwayerk@bethelu.edu or (731)415-1878.

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 during the first 11 weeks of a term. Any class schedule change may have consequences for financial aid. Check first with the Office of Financial Aid before changing class schedules.

In order to drop or add a course, students must first secure a Drop/Add

Form from either the Registrar's Office or their advisor. Students must complete the form and secure the signature of their faculty advisor, and then must deliver the completed form to the Registrar's Office. The date of the drop or add is determined when the form is received by the Registrar. A delay at this point can have expensive and severe academic consequences. A \$25 fee is charged for each Drop/Add Form processed. Students dropping or adding courses should check with the Office of Financial Aid 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.

The policies for dropping a course in the RN-BSN program are different than the policies list above. See the program handbook for specific information.

Graduate Students Only: PA students may not drop courses and continue in the Physician Assistant Studies Program. The PA Program has policies for deceleration and other types of unexpected occurrences.

Grades for Dropped Courses

If a student drops a class in the first week of the term, no grade will be recorded for the class. If the student drops a class in the second through the eleventh week of the term, a grade of "W" will be recorded. After the eleventh week of the term, no class can be dropped unless the student can prove that one of the following conditions exists: serious illness or injury of the student as documented by a physician, serious family problems as documented by a physician or minister, or change in work schedule as documented by the employer. All documentations must be submitted to the Registrar. 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:

- Discuss the situation with a faculty advisor.
- Secure a withdrawal form from the Registrar's Office and fill in all appropriate spaces.
- Secure all required signatures.
- Deliver the completed form to the Registrar's Office. Failure to complete

this step may result in failing grades and heavy financial obligations.

- There is a \$25 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 week of the term, no grades will be recorded. If the student withdraws from classes in the second through eleventh week of the term, 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.

The withdrawal policies for the RN-BSN program are different than those listed above. See the program handbook for specific information.

Administrative Withdrawal

Faculty will report in writing to the Registrar any student on the class roster who has not attended class for a period of two weeks (consecutive class days) during a traditional semester without notifying the faculty member, and this student will be administratively withdrawn from the class. Any student who is administratively withdrawn from all classes will not be allowed to stay on campus. Administrative withdrawal from a class may affect the student’s financial aid, full-time/part-time status, and participation in sports/extracurricular activities and does not guarantee permission to be readmitted to the University.

TRANSCRIPTS

Transcript Policy

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:

- Obtain a request for withdrawal form from the student website.
- 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.

Procedure to Request a Transcript

Students who need transcripts of their college record must file an online request (including signature) with the Registrar. Bethel University uses Transcripts on Demand™ by Scrip-Safe International as its agent for processing online transcript requests. This process is completely secure. To access the Transcripts on Demand™ service, complete the following steps:

- Go to www.bethelu.edu
- Click on “Academics”
- Click on “University Registrar”
- Under General Information, click on “Request a Transcript”
- Under the picture in the center of the page is a link to <https://iwantmytranscript.com/bethelu>. Click on the link.
- The first thing you have to select is your school. You must choose “Bethel University – McKenzie”. There are two Bethel Universities.
- A transcript can be emailed or mailed depending on the requirements of the receiver. You MUST sign and send the release form back to Transcripts on Demand™. This is part of the instructions.
- Payment for the transcript MUST be made as part of the process. All transcripts sent are official. Unofficial transcripts are no longer provided by the Registrar’s Office.
- It is Bethel University policy that a transcript can only be sent for students who have a clear balance and no holds from any department.

The first time you use this service, you will set up your account with Transcripts on Demand™. You will provide your current/former names, address, student ID, and other information. You will be able to log in to your account and update your information whenever you need.

The Family Educational Rights and Privacy Act requires your signature in order to release your academic records. You will be required to complete a Consent Form and send it to Scrip-Safe by fax, mail or image upload. This Consent Form is created as part of the account set-up process and your signed copy will remain on file with Scrip-Safe to cover your future Bethel University - McKenzie transcript requests through Transcripts on Demand™.

You may pay for your transcript via credit card (Visa, Master Card or Discover). Transcripts on Demand™ uses the most current security available to protect your credit card and personal information. The fee for a transcript is \$10.00.

You may check the status of your transcript request at any time by logging on to Transcripts on Demand™ and clicking on the “Review Past Orders” tab. You will also receive email notification of your order status.

A transcript will not be issued unless the student’s financial account is clear with all offices of the University. 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, the University reserves the right to withhold the release of a transcript of that record if the student has an obligation to the university.

COLLEGE OF HEALTH SCIENCES

GENERAL ADMISSIONS

All pre-professional phase students are admitted into the College of Health Sciences through the general admission process of Bethel University. All applicants for the traditional program will be reviewed at the discretion of the Dean of Enrollment Services. Note: Some academic programs may have additional admission requirements for the major that are not noted below.

UNDERGRADUATE ADMISSION REQUIREMENT

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 official college transcripts from each college attended. Any transfer student who has earned fewer than 12 semester hours credit must also submit an official high school transcript. 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 Admissions 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 official 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 or Academic Dean.

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.
4. High School Units: Each student admitted to Bethel University must have earned the minimum high school units as follows, or submit a passing score on the GED:
 - English—4 units (Journalism, speech, or business communications may not be substituted.)
 - Mathematics—2 units (Preferably algebra I and II. Pre-algebra, arithmetic, applied mathematics, business mathematics, computer technology, or accounting I and II may not be substituted.)
 - Natural/Physical Science—2 units (One unit must be a laboratory science. Computer science may not be substituted.)
 - Social Science—2 units (Foreign language is not required; however, it is highly recommended.)
5. 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). The federal government requires all college students to have the Meningococcal vaccine or to sign a waiver refusing the vaccine. Furthermore, Bethel requires an up-to-date Tetanus vaccination. This proof may come in the form of a doctor's statement verifying the dates of immunization or a health department shot record. Additional immunizations may be required for some of Bethel's academic programs. Please see the Academic Programs section for more information about additional immunization requirements for each major.

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
3. 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.

TYPES OF ADMISSION

Regular Admission

Freshmen may be admitted on regular admission if they have earned the minimum required high school credits and meet two of the three following requirements:

- A high school grade point average of 2.25 or above.
- An Enhanced ACT composite score of 18 or above or an SAT combined critical reading and math score of 860 or above.
- Class rank in the top half of their high school graduating class.

Probationary Admission

Freshmen who do not meet two or more of the three criteria for regular admission may be admitted on academic probation. The student must submit, with the application, two letters of recommendation from the fol-

lowing: guidance counselor, teacher, coach, youth director, pastor, previous employer, and/or local business owner on official letterhead. At least one letter of recommendation must be from an academic source. If the student is accepted on probationary admission, he or she is restricted to a maximum of 13 hours in the first semester of attendance, must register for DEP 050, and obtain a cumulative 2.0 GPA at the end of the first semester. A student admitted on probationary admission who does not earn a 2.0 for the first semester of enrollment will be subject to suspension from the University and will be ineligible for readmission until a full semester has passed. After the one semester academic suspension, the student may apply in writing to the Academic Dean for readmission to the University. However, readmission is not automatic.

Early Admission

For talented students who wish to enter college at the end of their junior year of high school, Bethel offers an early admission program. The student may take courses during the summer and return to high school as a senior, or skip the senior year (pending high school graduation and meeting Bethel University admission requirements) and enter Bethel University as a freshman or take courses concurrently at Bethel and at the high school during the senior year. The basic requirements for a student to enter under the program are:

- Complete the junior year in high school with a GPA of 3.0 on all work taken during grades 9, 10, and 11.
- A minimum of 14 high school units.
- A minimum ACT composite score of 21 or a minimum SAT composite score of 980.
- Favorable recommendations from high school officials and parental approval.

Personal interviews are recommended. High school officials need to specify whether college credits earned at Bethel may be applied toward the high school diploma.

Readmission

Any student who once attended Bethel University and did not return the following semester for whatever reason must file an Application for Readmission with the Office of Admission (no fee required). 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. Any student who

officially withdraws from Bethel University must return the laptop to the IT Help Desk if the required semester hours as listed in the laptop Computer Program Agreement have not been completed. If the student withdraws or leaves Bethel University before the required semester hours in the Laptop Agreement are completed, then the purchase price of the laptop computer will be charged to the student's account. If a student withdraws during the first week of the student's initial term of enrollment and the student has received a computer, the student may, with the approval of the Director of I.T., return the computer to the I.T. Help Desk which will terminate the Laptop Agreement. If a student applies for readmission to Bethel University and if the student returned his/her laptop to the I.T. Desk when he/she left and if the student is a freshman, sophomore, or junior who can be continuously enrolled for 18 semester hours, then the student may receive a new laptop. Only one laptop will be issued per student. For example: If a student leaves Bethel as a freshman and keeps the laptop and then applies for readmission, the student will NOT receive another laptop.

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

Transfer students who have completed 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. All students transferring to Bethel must submit the \$30 application fee and official transcripts from any college/University previously attended. (See Transfer Credit in the Academic Policies section for more information) 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.)

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.

RESIDENCY REQUIREMENT

Every full-time student is required to live on campus. A student may request and document exceptions to be considered by the Dean of Students. A student who lives with parents or relatives and commutes daily within a 50-mile radius of campus or is a fifth-year senior may request an exception. In case of full dormitory occupancy, juniors may be considered for an exception on an individual basis.

GRADUATE ADMISSION REQUIREMENT

Please refer to the Physician Assistant Studies section of this catalog.

COLLEGE OF HEALTH SCIENCES

FINANCIAL INFORMATION

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 Loans
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:

- Student Financial Agreement Form
- Student Credit Card Authorization to Charge Form
- 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 Unsubsidized Stafford Loan; Federal Grad Plus Loan Program; outside 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 Federal/State Loans or Grants:

- Accepted Admission Decision
- Free Application for Federal Aid (FAFSA)
- Direct Loan Master Promissory Note (MPN)
- Direct Loan Entrance Counseling

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:

- Student Financial Agreement Form
- Tuition Reimbursement Certificate and Authorization Form
- Credit Card Authorization to Charge Form
- Copy of Employer's Tuition Reimbursement Plan
- 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:

- Student Financial Agreement Form
- Employer's voucher approved by Bethel OR authorized military or government assistance vouchers
- 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:

- Student Financial Agreement Form
- Completed Loan Application
- Signed Promissory Note
- Loan Approval from Lender
- Completed Admissions Application

Tuition Management Systems

For a semester or yearly fee, all students qualify for an interest-free monthly payment plan. This option allows the student to spread the tuition costs over a longer period of time.

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. In some situations, the parents can give permission for their credit card to be used by the student.

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.

REFUND POLICIES

Note: See previous page for RN to BSN refund policy

A snapshot of enrollment is made each term at the end of the official registration period as published by the University. No adjustments are made to tuition or financial aid after this date in the case of a student processing a drop form changing the enrollment hours unless the student officially withdraws or ceases to attend all classes. Any refund due after financial aid has been applied to a student's account will be paid through an electronic ACH deposit directly to a savings or checking account.

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, 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 fail to formally withdraw and/or cease attending all classes (unofficial withdrawal) will have 50% of federal funds received returned per federal regulations. 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.
- Second Week of Class—80 percent of tuition and institutional aid withdrawn.
- Third Week of Class—60 percent of tuition and institutional aid withdrawn.
- Fourth or Fifth Week of Class—50% of tuition and institutional aid withdrawn.
- After the Fifth Week of Class—No tuition or institutional aid will be withdrawn.

No discounts will be made for dorm rooms if a student withdraws, but meals will be pro-rated for the unexpired time, except in the case of a withdrawal due to disciplinary action. Note: Due to the length of summer terms, drop rates are pro-rated differently. Please see the Office of Financial Aid for details.

UNDERGRADUATE PROGRAMS TUITION AND FEES

FULL-TIME TUITION AND FEES FOR THE 2013-2014 ACADEMIC YEAR

Athletic Training and Nursing Programs:

- Full Time (12-17 credit hours): \$7,282 (term) \$14,564 (year)
- Student Activity, Technology, and Health Services Fee*: \$575 (term) \$1,150 (year)

Room and Board:

- Single Private Room/Meals: \$5,060 (term) \$10,120 (year)
- Double Occupancy Room/Meals: \$4,391 (term) \$8,782 (year)
- Cafeteria Meals Only (optional for part-time and commuters)
16 weeks x \$99.75 per week
- Meal Ticket: (10 meals on punch card for Cafeteria only) \$ 55 per ticket

Part-time Tuition and Fees (per term):

- Tuition 1-11 credit hours: \$440 per credit hour
- Activity Fee: \$20 per credit hour
- Total Tuition Cost: \$460 per credit hour
- Technology Fee: \$90

Summer 2014:

- Tuition: \$227 per credit hour
(does not include online classes)
- Summer Housing 2014: \$400 per summer session
(must be enrolled for summer classes – meals not included)
- Dual Enrollment (McKenzie HS/Bethel): \$325 per course

- Application Fee: \$25
- Auditing a class: \$220 per hour (free if over 65)
- Overload hour charge: \$440 per credit hour
(for every hour over 17 hours**)

**All undergraduate students enrolled in classes on campus are assessed a student activity fee. The fee includes events sponsored by Student Life and related administrative costs, admittance to sporting events and plays, use of the swimming pool and the health and fitness complex, and intramural activities. Some courses and/or programs may have additional fees. See the Academic Programs section for more details.*

***Exempt from overload charges: Private Music Lessons, PAR classes, Log Cabin, Bethel Chorale, Theater Practicum, Intercollegiate Athletics, Seminar in Entrepreneurship, The Christian Ministry, ESL Skills Workshop, Chamber Ensemble, Bethel University Singers, Concert and Symphonic Band, Jr. & Sr. Music Projects and Recitals, COE25*

Music Fees (Private Music Lesson Courses):

- 1 credit hour per week: \$135 per term
- 2 credit hours per week: \$270 per term

Undergraduate Class Fees:

- ATH 100 (Taping and Bracing): \$50
- ATR 245 (Clinical I): \$75
- ATR 340 (Clinical II): \$75
- ATR 345 (Clinical III): \$75
- ATR 440 (Clinical IV): \$75
- ATR 445 (Clinical V): \$75
- COE 102 (Freshman Orientation): \$75
- HEA 312 (First Aid): \$35
- HEA 330 (Prevention & Care of Athletic Injuries): \$20
- PED 201 (Lifeguard): \$20
- PED 100 (Martial Arts): \$50
- Nursing Lab Fee: \$70
- Drop/Add Fee after Registration: \$25
- Graduation Fee: \$50

- Insurance Fee for Fall/Spring*: \$1,118
- International Insurance: \$848
- Online Course Fee: \$100
- Sakai One-Time Access Fee: \$10

RN-BSN Fees (Modular Hybrid 10-week course):

- Tuition (per credit hour): \$430
- Application Fee: \$30
- Graduation Fee: \$50
- Technology Fee: \$100 per term
- Sakai One-Time Access Fee: \$10
- E-Books: (Not all classes require e-books;
some require hard copy books) \$80
- Drop Fee: \$10
 - Week 1: 100% refund
 - Week 2: 75% refund
 - Week 3: 50% refund
 - Week 4: No refund

**Domestic students who cannot provide satisfactory proof of insurance will be charged an annual insurance fee. All students are automatically enrolled. Students who are US citizens and have comparable health insurance coverage through parents or elsewhere will not be required to buy the college sponsored plan, but you MUST OPT OUT online and print out the confirmation page or save it for your records. Your student account will be credited when the waiver list is sent to the Business Office from the Insurance team.*

GRADUATE PROGRAM

TUITION & FEES

Tuition for the Physician Assistant (PA) Program is based on full-time studies and covers the 27 month program. Tuition is \$72,695 or \$10,385 per semester. (Note: The program consists of 7 semesters.)

*For students who matriculated in 2013 or before, tuition is \$69,650 or \$9,950 per semester.

Fees and Expenses

\$70 graduation fee

\$4,000 for scrubs, lab coats, books, medical equipment, malpractice insurance, TAPA Annual Conference fee, BLS and ACLS certifications, additional drug screen, and immunization updates before beginning clinicals, and any other fees or costs deemed necessary by the Program.

Medical Equipment

General medical equipment will be provided for students. Specific medical equipment will be available for classroom use only. If students wish to purchase medical equipment for personal use, information will be available during orientation week. Purchases will be an additional cost to the student.

Health Insurance

It is mandatory that all students have health insurance while enrolled in the PA program. This health insurance must be maintained throughout the entirety of the program. Students wishing to purchase student health insurance will be able to do so through a sales representative during orientation week at an additional cost to the students. Proof of insurance is required prior to enrollment.

Additional Expenses

Other expenses that may occur during enrollment are the responsibility of the student. These may include, but are not limited to, travelling to assigned clinical sites, lodging, meals, etc. Students should plan for these additional expenses ahead of time.

COLLEGE OF HEALTH SCIENCES

FINANCIAL AID INFORMATION

This section applies to the Athletic Training and Nursing Programs

Applying for Financial Aid

Student financial assistance at Bethel University is provided through scholarships, grants, loans, and student employment. The information that follows represents current University practices. Regulations and funding for federal, state, and University programs are subject to change, as Bethel University administers programs accordingly.

Student financial assistance is based on the premise that parents have the primary obligation to provide for the education of dependent children. Additional responsibility rests with the student to contribute to his or her own education from personal assets, earnings, and appropriate borrowing.

Merit and need are the basic principles of financial aid eligibility. *Merit* includes good citizenship, performance and leadership ability, and satisfactory academic progress. *Need* is the difference between what it costs to attend Bethel University and what the family is reasonably expected to pay toward these costs. Need is demonstrated through the information requested on the Free Application for Federal Student Aid (FAFSA). The official FAFSA site is www.fafsa.ed.gov (other sites are fakes). In addition, a report, generated by the FAFSA is used by the Financial Aid Office to determine eligibility for federal loans, federal work-study, and federal and state grants. Students are encouraged to complete the FAFSA online at www.fafsa.gov as soon as possible after January 1st each year. This is especially true for Tennessee residents as the TSAC Grant (state grant) runs out of funds in early February.

Information concerning Policies Governing Student Financial Aid and Bethel University Satisfactory Academic Progress for Continued Financial Assistance can be found on the Bethel University website at www.bethelu.edu and click on the Financial Aid link. Please make sure you read and understand these two important documents and should you have questions contact the Financial Aid Office. Printouts of these policies are available upon request.

FEDERAL AID

Federal Pell Grant

(\$5645 maximum award)-The Federal Pell Grant provides a foundation for financial assistance. Eligibility is determined through the FAFSA need analysis process. Award amount is determined by the number of credit hours taken each semester.

Pell Grants have a Lifetime Eligibility Limit (LEU). If a student has received Pell Grant funds in the past they are limited to a 12-semester maximum. If the student exceeds this limit they can lose eligibility for additional Pell Grants beginning in 2012-13 school year. Equivalency is calculated by adding together the percentage of your Pell eligibility that you received each year to determine whether the total amount exceeds 600%.

For example, if the student's maximum Pell Grant award amount for the 2010-2011 school year was \$5,550, but the student only received \$2,775 because they were only enrolled for one semester, they would have used 50% of their maximum award for that year. If in the following school year, the student was enrolled only three-quarter time for two semesters, they would have used 75% of their maximum award for that year. Together, they would have received 125% out of the total 600% lifetime limit.

Federal Supplemental Educational Opportunity Grant Federal or SEOG

(\$4,000 maximum award)-The Federal SEOG Grant is based on need and is awarded to students who demonstrate the greatest financial need and are Federal Pell Grant recipients.

Federal Work Study Program

This program is funded by the Department of Education and assigned to students based on their federal need per the filing of the FAFSA. This is not a grant or scholarship but rather an opportunity to work and earn funds for their educational expenses. The average work assignment is eight to ten hours per week with the minimum hourly wage at current minimum wage standards. Once a student accepts a work-study offer they work with the coordinator for this program in the Business Office.

EDUCATIONAL LOANS

Federal Direct Subsidized and Unsubsidized Loans

A Subsidized Direct Loan is awarded based on financial need and the federal government pays the interest on these loans while the borrower is in school at least half-time. An Unsubsidized Direct Loan is not awarded based on financial need and interest accrues from the date of disbursement until the final payment. Repayment begins six months after the student ceases to be enrolled at least half time. A Master Promissory Note (MPN) and Entrance Counseling are required. Dependent Students can borrow up to: \$5500 as a freshman, \$6500 as a sophomore and \$7500 at the junior and senior grade levels if their Cost of Attendance Budget allows. Should a dependent student's parent apply for and be denied a Federal Parent Plus Loan the student can request additional unsubsidized funds based on their grade level and Cost of Attendance Budget. Independent Students can borrow up to \$9500 as a freshman, \$10,500 as a sophomore and \$12,500 at the junior and senior levels should their Cost of Attendance Budget allow. Aggregate Loan limits are: Undergraduate Dependent Students \$31,000 and Undergraduate Independent Students \$57,500 of which no more than \$23,000 can be subsidized.

Federal Perkins Loan

Awarded to students with federal need. No interest accrues and no payments are required as long as the student is enrolled at least half-time. Repayment begins nine months after the student ceases to be enrolled at least half-time. Annual interest rate is fixed. A Master Promissory Note (MPN) and Entrance Counseling are required.

Federal Direct Parent Loan for Undergraduate Students (PLUS)

This is a loan to the parent not the student and a credit check is required. Interest accrues and repayment begins 60 days after the loan is fully disbursed. A parent may request a deferment while their student is enrolled at least half-time. A Master Promissory Note (MPN) is required and the parent must reapply each academic year. Should the PLUS loan be denied then the student can apply for additional unsubsidized loans.

The maximum length of time to repay loans is 10 years, although it may be extended for consolidated loans. Deferment of repayment of loans may be granted for certain types of conditions/activities. ALL LOANS MAY BE REPAYED AT ANYTIME WITH NO PENALTY OR EXTRA FEES IMPOSED.

State Financial Aid

Please visit the Tennessee Student Assistance Corporation website at www.TN.gov/collegepays or call 1-800-342-1663 for a complete summary of all programs administered by this state agency - two of the most commonly known are:

Tennessee Hope Lottery Scholarship

Maximum award \$5500. FAFSA must be on file each year.

Tennessee Student Assistance Award (TSAC)

The maximum award is \$4000. File the FAFSA in early January to be eligible as funds run out in early February.

Visit the Bethel Website and click on Financial Aid for more information.

INSTITUTIONAL FINANCIAL AID

Bethel University reserves the right to limit the combining of “institutional funded aid” with federal and state aid (scholarships, grants) OR “Restricted outside scholarships” received by a student to the following:

- Commuter student - up to the cost of tuition, activity, health services and technology fees.
- Dorm student - up to the cost of tuition, activity, health services and technology fees, double room and meals.

We ask that students report any scholarship(s) they are to receive from any source(s) other than Bethel funded aid to the Financial Aid Office as soon as they are made aware of this resource. A reporting form for outside scholarship can be found on the Bethel webpage under Financial Aid Forms.

Bethel reserves the right to limit the combining of some institutional scholarships. Athletic, Renaissance, Academic Theatre, Division of Music Instrumental/Vocal, Legacy, Multimedia, Bethel Service, and Heritage scholarships, the Bethel University Grant, and the Community Engagement Program combine only with academic scholarships, Resident Assistant scholarships, the Contiguous County Scholarship, and the Cumberland Presbyterian Grant. Bethel aid that has renewal criteria will be checked after the spring term each year for continuation in those programs. Students must be meeting the listed renewal criteria at that time-no exceptions.

ACADEMIC SCHOLARSHIPS

Academic Scholarships are awarded only at the incoming Freshman level and requires an 18/860 ACT/SAT and a 2.50 or better high school GPA. Academic Scholarships are “locked in” at the entering award amount until the student either ceases to meet the renewal criteria, graduates or has attended 10 semesters. Once the scholarship is lost it can never be regained, however, the student will be considered for a lesser academic scholarship based on their cumulative GPA.

Academic Theatre Scholarships

Varying amounts awarded to students who declare a Theatre major and complete an audition and interview process. See Marion Graham for further information.

Athletic Scholarships

Athletic scholarships are available to students in all sports programs offered at Bethel University including cheerleading and dance. Recipients of these awards are determined by the head coach in each sports program and the Athletic Director with contracts written for each academic year. Renewal is at the discretion of the coach and director.

Bethel Service Scholarship

Awarded in varying amounts at the discretion of the Director of Financial Aid. Student must complete three service projects each term. Combines only with Academic, Contiguous County, and Cumberland Presbyterian Grant.

Bethel University Grant

Awarded in varying amounts at the discretion of the Director of Financial Aid. This scholarship is not available to new students starting in 2013-14. Combines only with academic scholarships, the Contiguous County Scholarship, and the Cumberland Presbyterian Grant.

Bethel University Honor Scholarship

Varying up to \$1,000. Awarded to incoming freshmen who have met the academic scholarship criteria listed above and who achieved a 20-22/940-1050 ACT/SAT OR a 3.0-3.24 high school CUM GPA. Transfer requirements: must have been full-time at previous school and have a 3.0 or higher cumulative GPA. Renewal requires a 2.75 or higher cumulative GPA.

Colegio Americano Friendship Scholarship

One full tuition scholarship awarded each year to a graduate of the Colegio Americano, a Cumberland Presbyterian school in Cali, Colombia, South America. Renewal requires a 2.5 CUM GPA and can be received for 4 years. See David Lancaster for further information.

Community Engagement Scholarship

Varying amounts based on the discretion of the directors of the program. Contact either Christie Corbin or Stacie Freeman, co-directors for this program for further information. Renewal will be based on maintaining a 3.0 CUM GPA and evaluation of performance.

Contiguous County Scholarship

Varying amounts up to \$1,000. This scholarship is awarded to students who reside in Carroll County or one of the seven contiguous counties.

Cumberland Presbyterian Grant

Varying up to \$4,000. Awarded to students who are members of the Cumberland Presbyterian Church and who provide the Financial Aid Office with a completed grant application. Application is on the Bethel website under Financial Aid forms.

Cumberland Presbyterian Ministerial Scholarship

Varies in amounts up to full tuition for Cumberland Presbyterian students entering the ministry. Application for the scholarship must be approved by the student's Presbytery and Bethel's Chaplain. The application is online at the Bethel website under Financial Aid forms.

Deans Honor Scholarship

Varying up to \$2,000. Awarded to incoming freshmen who have met the academic scholarship criteria listed above and who achieved a 23-24/1060-1120 ACT/SAT OR a 3.25-3.49 high school CUM GPA or a transfer student who enters with a 3.2 cumulative GPA and was full-time at previous school. Renewal requires a cumulative GPA of a 3.0 or higher.

Division of Music Instrumental/Vocal Scholarship

Varying amounts awarded by Tom Oakley (instrumental) and Keith Hennis (Vocal).

Dollar General Scholarship

Awarded to an employee or family member of an employee of Dollar General.

Endowed Scholarships

Bethel offers several endowed scholarships with varying award criteria. Interested students may contact the Financial Aid Office for more information.

Federal Nursing Scholarships

Health Resources and Services Administration (HRSA) offers Nursing Scholarships to students who are enrolled or accepted for enrollment in an undergraduate nursing program as full-time students and have a zero Expected Family Contribution (EFC) on the Student Aid Report from the Free Application for Federal Student Assistance (FAFSA). Go to <http://www.hrsa.gov/loanscholarships/index.html> for further information. Scholarship application cycle begins in March of each year.

Hendrix Scholarship Competition

Two awards assigned each year to entering Freshmen. First place winner receives a full tuition, fees, double room and meal scholarship. Second place winner receives tuition and fees scholarship. Renewal requires a 3.6 CUM GPA. This competition is held each February and administered by the Admissions Office at Bethel.

Heritage Scholarship

First time freshmen must have a 3.75 GPA and 27 or higher ACT to be considered. Renewal requires a 3.6 CUM GPA. Only combines with the Contiguous County Scholarship and the Cumberland Presbyterian Grant.

Honors Program Scholarship

Varying amounts up to \$10,000. Awarded to entering freshmen with a 3.25 high school GPA, 24 English ACT and 24 Reading ACT and who have met the academic scholarship criteria listed above. Students must apply to Dr. Dan Dalrymple and be accepted into this program. Renewal criteria requires 3.0 GPA in Honors Program courses and a cumulative GPA of a 3.0. For the international student program this is a full tuition, double room, meals and fees scholarship with a limit of two awards assigned per year. Only combines with the Contiguous County Scholarship and the Cumberland Presbyterian Grant.

Legacy Scholarship

Awarded at the discretion of the director of the Legacy Program for students to participate in this character portrayal program. Contact John Hall for information about this program.

Multimedia Scholarship

Awarded in varying amounts at the discretion of the Multimedia Director. This scholarship does not combine with Athletic or Renaissance Scholarships, the Honors Program, the Community Engagement Scholarship, Academic Theatre Scholarships, the Bethel University Grant, Division of Music Instrumental/Vocal Scholarships, or Legacy Scholarships. Recipients will be required to work one on one with the Multimedia Director.

Presidential Honor Scholarship

Varying up to \$6,000. Awarded to incoming freshmen who have met the academic scholarship criteria listed above and who achieved a 27/1210 or above on the ACT/SAT OR a 3.85 high school CUM GPA or a transfer student who enters with a 3.4 or higher CUM GPA (must be full-time at previous school). For renewal a student must maintain a 3.6 or higher cumulative GPA at the close of spring term each year.

Renaissance Scholarships

Varying amounts awarded by the director of the appropriate Renaissance Program - Choir, Theatre, Band. Auditions are required. Please call Deborah Nobles for an appointment.

Theatre Scholarship

Awarded to a student who declares a Theatre major and fulfills other requirements. Must audition or go through interview process. This scholarship cannot be combined with Athletic, Renaissance, Honors Program, Ministerial or Community Engagement scholarships. Can declare a double major as long as Theatre is one of the majors. Ten scholarships at 40% off tuition will be awarded annually. See Marion Graham for further information.

Trustee Honor Scholarship

Varying up to \$4,000. Awarded to incoming freshmen who have met the academic scholarship criteria listed above and who achieved a 25-25/1060-1120 ACT/SAT OR a 3.5 to a 3.74 high school CUM GPA or a transfer student who enters with a 3.3 or higher cumulative GPA. Renewal requires a cumulative GPA of a 3.3 or higher.

FINANCIAL AID DISCLAIMERS

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

The Financial Aid Office 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 in academic program.

**This section applies to the
RN-BSN Program (undergraduate)
and the Physician Assistant Program (graduate)**

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 as soon as possible after January 1 to ensure consideration for all federal and state grants.

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 for the student's program of study. 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 a letter detailing what documents are to be submitted.

Also, note that married students (or parents if student is a dependent) who both file their IRS taxes separately and both file "head-of-household" status may be required to file an amended tax return filing either "married filing jointly" or "married filing separate" if the student desires to receive federal or state aid, unless the "head of household status" meets IRS tax codes.

By signing and submitting the verification forms the 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 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. The final deadline to receive verification documents for a financial aid year will be August 31, or no later than 90 days after the last day of enrollment, whichever is earlier. Please be aware that if the term has ended prior to verification there may be aid that cannot be awarded due to federal regulations.

The Financial Aid Office will make three attempts to contact the student to obtain needed documents. If documents are not received at that time the student's file will be closed. Students eligible for veterans' benefits should contact the Veterans Certification Officer. Applications for Financial Aid or Veterans' Administration Benefits cannot be processed until the applicant has received full admission to a degree program. A conditional admission in some cases will allow one semester of financial aid with a full admission required before financial aid will be processed for subsequent terms. Students seeking endorsement, licensure, or formal certification need to work with the Office of Financial Aid to see what assistance is available.

SCHOLARSHIPS & TYPES OF AID

FEDERAL 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 – Undergraduate Only

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. Minimum and maximum amounts can change each Financial Aid year. For more detailed information go to the following website: www.studentaid.ed.gov and click on Types of Aid.

Pell Grants have a Lifetime Eligibility Limit (LEU). If a student has received Pell Grant funds in the past they are limited to a 12-semester maximum. If the student exceeds this limit they can lose eligibility for additional Pell Grants beginning in the 2012-13 school year. Equivalency is calculated by adding together the percentage of the student's Pell eligibility that was received each year to determine whether the total amount exceeds 600%.

For example, if a student's maximum Pell Grant award amount for the 2010-2011 school year was \$5,550, but they only received \$2,775 because they were only enrolled for one semester, they would have used 50% of their maximum award for that year. If in the following school year, they were enrolled only three-quarter time for two semesters, they would have used 75% of their maximum award for that year. Together, they would have received 125% out of the total 600% lifetime limit.

Federal Supplemental Educational Opportunity Grant Federal or SEOG - Undergraduate Only

The Federal Supplemental Educational Opportunity Grant is based on need and is awarded to students who demonstrate the greatest financial need and are Federal Pell Grant recipients.

EDUCATIONAL LOANS

Federal Direct Loan Programs - Undergraduate Loans

Federal Direct Loans are variable-fixed rate loans. For up-to-date current interest rates, go to www.studentaid.ed.gov. There is an upfront Direct Loan Origination Fee of 1.051 % on these loans. This amount is deducted from the amount borrowed before the aid is sent to the school. Principal and interest payments on the need based Subsidized Direct 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 Direct Loans. 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 Federal Direct Parent Plus)

Base Amounts

- Freshman: \$3,500
- Sophomore: \$4,500
- Junior and Senior: \$5,500

Additional Unsubsidized Loan Amounts

- Freshman: \$2,000 or \$6,000 if Parent Plus loan is denied
- Sophomore: \$2,000 or \$6,000 if Parent Plus loan is denied
- Junior and Senior: \$2,000 or \$7,000 if Parent Plus loan is denied

Independent Students

Base Amounts

- Freshman: \$9,500
- Sophomore: \$10,500
- Junior and Senior: \$12,500

Aggregate Loan Amounts

- *Undergraduate Dependent Students*: \$31,000, of which no more than \$23,000 can be subsidized
- *Undergraduate Independent Students*: \$57,500, of which no more than \$23,000 can be subsidized

Federal Direct 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 student must be considered a dependent on their FAFSA for the parent to apply for this loan. There is an upfront Direct Loan Origination Fee of 4.204 % on these loans. This amount is deducted from the amount borrowed before the aid is sent to the school. For additional terms and conditions of this loan and current interest rates go to www.studentaid.ed.gov.

GRADUATE LOANS

Federal Direct Loans are variable-fixed rate loans. For up-to-date current interest rates, go to www.studentaid.ed.gov. There is an upfront Direct Loan Origination Fee of 1.051 % on these loans. This amount is deducted from the amount borrowed before the aid is sent to the school. Only the principal is deferred on the non-need based Federal Unsubsidized Direct Loans. Loan amounts vary based on academic status, cost of attendance, and enrollment status per the Department of Education policy. Current loan limits are as follows:

Independent Students

Base Amounts

- Graduate level : \$20,500

Aggregate Loan Amounts

- *Graduate or Professional Students:* \$138,500 (currently) of which no more than \$65,000 can be subsidized

If the student would like additional information concerning direct loans we recommend going to the following website: www.studentaid.ed.gov

DIRECT PLUS LOANS:

Graduate and Professional Degree Students:

Post graduate students can borrow a Direct PLUS Loan to help cover education expenses. Under this loan program, students who are credit worthy may borrow up to the cost of attendance budget minus any financial aid a student receives. There is an upfront Direct Loan Origination Fee of 4.204 % on these loans. This amount is deducted from the amount borrowed before the aid is sent to the school. The student is required to complete the Free Application for Federal Student Aid (FAFSASM). In addition, before a student can receive a PLUS Loan, the school must have determined the student's maximum eligibility of Unsubsidized Direct Loans. For additional terms and conditions of this loan and current interest rates go to www.studentaid.ed.gov.

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 due to the nature of the loan. Award amounts vary to a maximum of \$4,000 per year.

STATE FINANCIAL AID PROGRAMS UNDERGRADUATE ONLY

The State of Tennessee offers various types of scholarship and grant programs in which qualifying Bethel University students may participate. Please visit the Tennessee Student Assistance Corporation website at www.CollegeforTN.org for a complete summary of all programs administered by this state agency. Two of the most commonly known programs are:

Tennessee Student Assistance Award (TSAA or TSAC)

The maximum award is \$4,000. File the FAFSA in early January to be eligible as funds run out in early February.

Tennessee Educational Lottery Scholarship (TELS or HOPE)

Consideration for TELS/HOPE 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 post-secondary 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***: Non-traditional students who are age 25 or older at the time of initial enrollment can earn their way into the lottery program. To qualify, the student may not have been enrolled for at least two years after last attending any post-secondary institution. The student must then attempt 12 credit hours and receive a 2.75 cumulative GPA. Additionally, the student must have an adjusted gross income of \$36,000 or less to qualify.
4. ***Minimum ACT, SAT, or High School GPA***: For all Hope Scholarships except the Hope Access Grant and the Nontraditional student, 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 fresh-

men graduating from eligible public or category 1, 2, or 3 private school. GED students must have the minimum ACT or SAT score stated 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 receive a 2.75 to 2.99 final weighted high school GPA. For dependent students, the parents' adjusted gross income must be \$36,000 or less, and for independent students, the students' adjusted gross income must be \$36,000 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 \$2,750 to \$5,500 or \$2,000 for non-traditional students.

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.

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. Non-traditional track students are not eligible for this grant.

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 independent 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 Scholarship and an adjusted gross income of \$36,000 or less. Non-traditional track students are not eligible for this grant.

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. Non-Traditional track students are not eligible for this grant.

ADDITIONAL RESOURCES AVAILABLE

Vocational Rehabilitation Grants

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

Workforce Investment Act Grant

This grant is for recently unemployed adult students. The student should contact the local Department of Employment Services in their county for more information.

Employee Reimbursement

Many employers offer tuition reimbursement for students pursuing to further their education. The student should contact the Human Resource Department at their place of employment to see if they have a reimbursement program. Most employers require the student to pay the university and then the company reimburses the student. It is recommended that all students apply for a Federal Student Aid by filing the FAFSA and then use the company reimbursement to pay on their student loan.

Outside Scholarships

There are many grants and scholarships available from outside sources. We recommend that students check with their church, local businesses and organizations, as well completing an online search. Three excellent websites for finding scholarships are: www.CollegeforTN.org, www.careerinfonet.org/scholarshipsearch/ and <http://studentaid.ed.gov>.

Avoid scams; never pay for help to find funding for college, don't pay for someone to complete the FAFSA, and never pay anything, including an application fee for a scholarship.

Private Student Loans

Students can borrow up to the cost of attendance less any aid received. Approval of the loan is based on the student's credit rating. The interest rates vary based on the student's credit score and if they have a cosigner. It is recommended that students exhaust all other options prior to taking on additional debt. Students can contact the Financial Aid Office for the website address for additional information.

FEDERAL AND STATE AID RETURN POLICIES

Dropping a Module:

Dropping a module or withdrawing can greatly affect the amount of Financial Aid a student has been awarded. Financial aid funds that have been credited to their account may have to be returned to the state or federal agency that provided the funding. This may leave the student owing a balance to Bethel University that they are obligated to pay.

Students: Before dropping any course, contact the Financial Aid Office to determine how it will affect your account. Below is the information we are required to provide a student 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.	

GRADUATE			
Number of credit hours enrolled per term	Enrollment Status	% of aid earned	% of aid not earned that must be returned
6 or more	Full-Time	100%	0%
3 to 5	1/2-Time	50%	50%
1 to 2	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.	

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 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 the student is dropping a course they will continue attending future courses with Bethel University within the same payment period. This form can be found on the 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 the student earns if they withdraw from school. The Title IV programs that are covered by this law are: Federal Pell Grants, Iraq and Afghanistan Service Grants, TEACH Grants, Stafford Loans, PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs) and Federal Perkins Loans.

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

The amount of assistance that a student has earned is determined on a pro-rata basis. For example, if the student completed 30% of their payment period or period of enrollment, they earn 30% of the assistance they were originally scheduled to receive. Once they have completed more than 60% of the payment period or period of enrollment, they earn all the assistance that they 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 a Federal or State Grants will be adjusted accordingly.

If a student did not receive all of the funds that they earned, they may be due a post-withdrawal disbursement. If the student's post-withdrawal disbursement includes loan funds, Bethel University must obtain permission from the student before it can disburse them. A student may choose to decline some or all of the loan funds so that they don't incur additional debt. Bethel University may automatically use all or a portion of the post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school). The school needs the student's permission to use the post-withdrawal grant disbursement for all other school charges. If the student does not give their permission (some schools ask for this when the student enrolls), they will be offered the funds. However, it may be in their best interest to allow the school to keep the funds to reduce their debt at the school.

There are some Title IV funds that the student may be scheduled to receive that cannot be disbursed to the student once they withdraw because of other eligibility requirements. If the student receives (or Bethel University or the student's parent receives on the student's behalf) excess Title IV program funds that must be returned, Bethel University must return a portion of the excess equal to the lesser of:

- the student's institutional charges multiplied by the unearned percentage of their funds, or
- the entire amount of excess funds.

The school must return this amount even if it didn't keep this amount of the student's Title IV program funds.

If Bethel University is not required to return all of the excess funds, the student must return the remaining amount. Any loan funds that the student must return, they (or their parent for a PLUS Loan) repay in accordance with the terms of the promissory note. That is, the student makes 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 the student withdrew are separate from any refund policy that Bethel University may have. Therefore, the student may still owe funds to the school to cover unpaid institutional charges. Bethel University may also charge the student for any Title IV program funds that the school was required to return. If they do not already know what Bethel University's refund policy is, they can ask Bethel University for a copy. Bethel University can also provide the student with the requirements and procedures for officially withdrawing from school.

If a student has any questions about their Title IV program funds, they

can call the Financial Aid Office that administers their program at Bethel University. For general information concerning Title IV program funds they 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.

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

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

Graduate Students

- Must maintain a cumulative grade point average of 3.0 throughout the program

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.

- Undergraduate example of formula—Must have 128 hours completed to graduate, $128 \times 150\% = 192$ hours maximum.
- Graduate example of formula—Must have 36 hours completed to graduate = 54 would be the maximum hours allowed.

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:

- In Good Academic Standing
- Financial Aid Warning
- Financial Aid Canceled
- Financial Aid Probation

1. In Good Academic Standing (IGAS)

Student has met all three measurements of SAP.

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
- 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 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 to: 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.

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:

1. 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

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

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.

COLLEGE OF HEALTH SCIENCES

CURRICULUM ORGANIZATION

BACHELOR OF SCIENCE

The undergraduate curriculum at Bethel is organized into four parts; the common core, the program core, the majors and the minors. Each of these elements is described below. Administrative responsibility for oversight and instruction for the College of Health Sciences is given to academic departments.

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.

Educational outcomes of the Bethel Common Core are as follows:

- Students will develop adequate oral communication skills.
- Students will develop adequate written communication skills.
- Students will be able to utilize the basic principles of scientific methodology.
- Students will demonstrate the basic principles of quantitative reasoning.
- Students will demonstrate an understanding of the historic dimensions of the human experience.
- Students will articulate an appreciation of the arts.
- Students will demonstrate an understanding of the scholarly dimension of religious studies.
- Students will show an understanding of health issues.
- Students will demonstrate effective critical thinking skills.
- Students will show proficiency in using information technology.

THE PROGRAM CORE

As part of Bethel University's effort to simplify and clarify its curriculum, the College has incorporated a program design that features a program core. The program core is the next logical step for a student to take as he/she moves from the core curriculum and wishes to explore coursework that pertains to a major field before completely committing to a major. This intermediate step allows for greater flexibility in course selection and major exploration.

MAJORS IN THE COLLEGE OF HEALTH SCIENCES (undergraduate)

Students must select a major field of study in their pursuit of a Bachelor of Science degree at Bethel University. Depending on the major, a student will work toward a Bachelor of Science or a Bachelor of Science in Nursing. The available majors include Athletic Training and Nursing. In order to realize these outcomes, undergraduate students in Bethel University's College of Health Sciences are required to take the common and program core courses listed within the program section. Progress toward meeting the outcomes of the Common core is measured through standardized, nationally-normed tests, internally generated tests, and class activities.

ATHLETIC TRAINING PROGRAM

BACHELOR OF SCIENCE

VISION

In cooperation with the Department of Sports Medicine, the Athletic Training Program (AT Program) at Bethel University will provide an excellent academic and clinical education for Athletic Training majors; promote the highest educational, professional and ethical standards; and be recognized as a premier entry-level program that prepares students to be exceptional individuals who exercise sound judgment, uphold Christian principles, achieve fulfillment in their personal and professional lives, and make positive contributions to their communities and the athletic training profession.

MISSION

The mission of the Athletic Training Program (AT Program) at Bethel University is to provide students a dynamic learning environment grounded in scientific knowledge, evidence-based practice and clinical experiences in the field of athletic training that are necessary to provide quality patient care. By fostering open dialog and active learning in the classroom and clinical settings, the AT Program cultivates Athletic Training Students who aspire to be highly skilled, knowledgeable and compassionate healthcare professionals.

The AT Program supports the overall mission of the institution 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. Additionally, the AT Program faculty, staff, and students strive for professional excellence and adhere to all legal and ethical standards of practice in service to the community.

“Work with enthusiasm, as through you were working for the Lord rather than people” -Ephesians 6:7 NLT

GOALS

- The AT Program will provide high-quality didactic and clinical instruction and learning opportunities for students in a rigorous curriculum, based in the liberal arts, that integrates Christian faith with clinical practice.

- Athletic Training Students will demonstrate competency and clinical proficiency in the five domains of athletic training, which include: (1) injury/illness prevention and wellness protection, (2) clinical evaluation and diagnosis, (3) immediate and emergency care, (4) treatment and rehabilitation, and (5) organizational and professional health and well-being.
- Athletic Training Students will thoroughly examine current literature and clinical competencies to assess “best practices” in athletic training and other allied health professions.
- Athletic Training Students will be able to think critically, communicate effectively, and apply their knowledge and skills in a variety of settings.
- Athletic Training Students will demonstrate adherence to the Foundational Behaviors of Professional Practice for athletic trainers.
- Students who successfully complete the program will be adequately prepared to: challenge the BOC® exam, secure employment in athletic training or a related field, and/or gain admission to a graduate program.

OBJECTIVES

- The AT Program will annually evaluate both didactic and clinical education to provide students, professors, and preceptors with quality feedback and learning opportunities.
- Athletic Training Students will demonstrate effective clinical application of the athletic training skills learned in didactic coursework.
- Athletic Training Students will demonstrate their ability to provide care to diverse patient populations through experiences in a variety of clinical settings, with various healthcare professionals.
- The AT Program will demonstrate professional responsibility through adherence to accreditation and certification guidelines (CAATE, BOC®) and involvement in athletic training organizations (TATS, SEATA, and NATA).
- The AT Program will retain students in the major and prepare them as lifelong learners for a career in the athletic training profession.

CODE OF ETHICS

Preamble

The National Athletic Trainers’ Association Code of Ethics states the principles of ethical behavior that should be followed in the practice of

athletic training. It is intended to establish and maintain high standards and professionalism for the athletic training profession. The principles do not cover every situation encountered by the practicing athletic trainer, but are representative of the spirit with which athletic trainers should make decisions. The principles are written generally; the circumstances of a situation will determine the interpretation and application of a given principle and of the Code as a whole. When a conflict exists between the Code and the law, the law prevails.

Principle 1:

Members shall respect the rights, welfare and dignity of all.

- 1.1 Members shall not discriminate against any legally protected class.
- 1.2 Members shall be committed to providing competent care.
- 1.3 Members shall preserve the confidentiality of privileged information and shall not release such information to a third party not involved in the patient's care without a release unless required by law.

Principle 2:

Members shall comply with the laws and regulations governing the practice of athletic training.

- 2.1 Members shall comply with applicable local, state, and federal laws and institutional guidelines.
- 2.2 Members shall be familiar with and abide by all National Athletic Trainers' Association standards, rules and regulations.
- 2.3 Members shall report illegal or unethical practices related to athletic training to the appropriate person or authority.
- 2.4 Members shall avoid substance abuse and, when necessary, seek rehabilitation for chemical dependency.

Principle 3:

Members shall maintain and promote high standards in their provision of services.

- 3.1 Members shall not misrepresent, either directly or indirectly, their skills, training, professional credentials, identity or services.
- 3.2 Members shall provide only those services for which they are qualified through education or experience and which are allowed by their practice acts and other pertinent regulation.

- 3.3 Members shall provide services, make referrals, and seek compensation only for those services that are necessary.
- 3.4 Members shall recognize the need for continuing education and participate in educational activities that enhance their skills and knowledge.
- 3.5 Members shall educate those whom they supervise in the practice of athletic training about the Code of Ethics and stress the importance of adherence.
- 3.6 Members who are researchers or educators should maintain and promote ethical conduct in research and educational activities.

Principle 4:

Members shall not engage in conduct that could be construed as a conflict of interest or that reflects negatively on the profession.

- 4.1 Members should conduct themselves personally and professionally in a manner that does not compromise their professional responsibilities or the practice of athletic training.
- 4.2 National Athletic Trainers' Association current or past volunteer leaders shall not use the NATA logo in the endorsement of products or services or exploit their affiliation with the NATA in a manner that reflects badly upon the profession.
- 4.3 Members shall not place financial gain above the patient's welfare and shall not participate in any arrangement that exploits the patient.
- 4.4 Members shall not, through direct or indirect means, use information obtained in the course of the practice of athletic training to try to influence the score or outcome of an athletic event, or attempt to induce financial gain through gambling.

ADMISSIONS

The Athletic Training Program utilizes a secondary selective admission process where students are formally admitted into the Professional Phase of the Athletic Training major. Completion of the requirements for admission into the Athletic Training Program DOES NOT guarantee admission into the Professional Phase of the major. Requirements for admission to the College of Health Sciences Athletic Training Program are:

1. Application Form

All applicants must submit a completed **Application for Admission** form

to the Program Director by the **November 1st deadline**, in order to be considered for admittance to the Professional Phase of the Athletic Training Program (AT Program) at Bethel University. Applications received after the November 1st deadline will be considered only if space in the AT Program allows.

2. Grade Point Average

All applicants, regardless of transfer status, must have a minimum cumulative GPA of 2.50 (on a 4.0 scale) for all college-level coursework, in order to be considered for admission to the Professional Phase of the Athletic Training Program. Courses below 100 level will not be a part of the cumulative GPA calculation.

3. Prerequisite Courses for Program Admission

Applicants must have successfully completed, or be currently enrolled in, the following five (5) prerequisite courses and have received a grade of “B” (3.0 on a 4.0 scale) or better in each of these courses in order to be considered for program admission. However, a student may be considered for conditional admittance if s/he received a grade of “C” in no more than one (1) of these prerequisite courses:

- ATR 100 – Athletic Taping and Bracing (1)
- ATR 200 – Foundations of Athletic Training (3)
- BIO 316 – Medical Terminology (3) **or**
HSC 216 – Medical Terminology for Healthcare Providers (3)
- HEA 330 – Prevention and Care of Athletic Injuries (3)
- HSC 230 – Emergency Care in Sport and Physical Activity (3)

4. Prerequisite Laboratory Science Course

In addition to the prerequisite courses listed above (see #3), students must also successfully complete at least one (1) of the following laboratory science courses with a grade of “C” or better, prior to beginning the Professional Phase of the Athletic Training Program:

- BIO 111 – Introduction to Biology I w/ Lab (4)
- BIO 309 – Anatomy and Physiology I w/ Lab (4)
- CHE 111 or 121 – Chemistry I w/ Lab (4)

5. Student Essay

Applicants must submit a 2- to 3-page typed essay to the Program Director by the **November 1st deadline**, along with the ***Application for Admission***. In this essay, please describe your interest in, and understanding of,

the field of athletic training. Describe your potential as an Athletic Training Student, and why you believe you should be chosen for admittance into the Bethel University Athletic Training Program. Discuss how you came to the decision to pursue a career in athletic training; include any previous experience you may have in athletic training or other health care field(s), and describe your professional goals and aspirations. Lastly, explain the personal characteristics and attributes you believe are vital for a career in athletic training. Note: Essays should be typed, double-spaced using Times New Roman, 12-point font.

6. Notification Form

Applicants must submit a signed **Notification Form** to the Program Director by the **November 1st deadline**, acknowledging all of the documentation and administrative procedures requirements for full admission and retention of students in the Professional Phase of the Athletic Training Program. The **Notification Form** includes statements regarding the criminal background check and drug screening(s) required by all students participating in clinical education in the College of Health Sciences. The form also contains statements about receipt and/or acknowledgement of the Athletic Training Student Handbook/Policies and Procedures Manual, Technical Standards, Confidentiality Agreement, the Infectious Illness and Communicable Disease Policy, and additional expenses and requirements of the Athletic Training major.

7. Applicant Recommendation Forms

All applicants must provide three (3) references/ letters of recommendation for consideration of program admission. In support of the applicant's candidacy to Bethel University's Athletic Training Program, each of these references will need to complete an **Applicant Recommendation Form** and submit it directly to the Program Director in a sealed envelope. The recommendation forms must be completed by persons from each of the following categories: (1) a personal or character reference from a coach, mentor, pastor, or family friend; (2) a certified athletic trainer or other health care professional (e.g., nurse, physical therapist, physician, etc.) who understands the demands of clinical education; and (3) an academic reference from a high school teacher or college professor. Also, references must be from persons other than the Athletic Training Faculty employed at Bethel University. Mailed forms must be post-marked no later than November 15th. Note: Family members will NOT be accepted as references, and students must use the form provided.

8. Observation Hours

Applicants must document a minimum of 50 observation hours with certified athletic trainers, physical therapists, orthopedists and/or sports medicine physicians, prior to submitting their **Application for Admission** to the Program Director. Approximately 50% (at least 25 hours) should be completed with the Bethel University Athletic Training Staff. Note: Students must use the form provided.

9. Interview

Applicants must complete a formal interview with the AT Program's Selection Committee. Following the November 1st application deadline, candidates will be notified via email regarding the interview schedule.

10. First Aid and CPR Certification

Applicants must submit proof of current First Aid and CPR/AED certification (e.g., photocopies of the certification cards) to the Program Director prior to the start of the semester in which the student will begin the Professional Phase of the Athletic Training Program.

11. Physical Examination

Applicants must complete a physical examination (e.g., medical history and clinical evaluation) prior to beginning the Professional Phase of the Athletic Training Program, to determine if there are any limitations that might prevent the student(s) from meeting the technical standards for admission.

12. Immunization Records

Applicants must submit complete immunization records to the Program Director, prior to beginning the Professional Phase of the Athletic Training Program, which should include the following: measles, mumps, rubella (MMR) vaccination; tetanus and diphtheria (Td or Tdap) vaccination; varicella (chickenpox) vaccination or a positive (+) titer; tuberculosis (TB) skin test; meningitis vaccination; and hepatitis B vaccination. **Note:** Students are responsible for the costs of obtaining all of their vaccinations. Additionally, students may sign an assumption of risk waiver in lieu of receiving the hepatitis B vaccine; however, it is strongly recommended that all students in health care programs receive the hepatitis B vaccine.

ADDITIONAL EXPENSES FOR ATHLETIC TRAINING PROGRAM

Students are responsible for all tuition, fees, and other expenses associated

with the Athletic Training Program at Bethel University. These costs may include, but are not limited to:

Tuition

Refer to the Financial Information section of this catalog for 2013-14 fees. Also, a list of the current undergraduate tuition and fees can be found on Bethel's website (www.bethelu.edu).

Liability Insurance

Liability insurance is required of all students participating in clinical education courses at Bethel University. Athletic training students will be billed approximately \$20.00 per academic year for liability insurance, unless the student can provide evidence of personal liability insurance before the first day of class each term. The amount of personal liability insurance coverage must be at least \$1,000,000 each claim/\$3,000,000 aggregate.

Laboratory Fees and Fair Practice

Effective in Fall 2013, all athletic training students admitted into the Professional Phase of the Athletic Training Program will be billed a \$75.00 laboratory fee per semester in each of the clinical courses (e.g., ATR 245, ATR 340, ATR 345, ATR 440, and ATR 445). These laboratory fees will be used to supplement program costs associated with clinical education, such as the athletic training students' annual dues for NATA student membership and ATrack access, renewal courses for First Aid, CPR & AED certifications, annual OSHA and bloodborne pathogens training, purchasing and maintaining equipment and supplies for the AT Program classroom(s) and laboratory, and providing Bethel University Athletic Training attire (i.e., t-shirts and polo shirts) to the athletic training students. Please note that each student will be required to purchase additional professional attire (i.e., khaki pants, khaki shorts, dress clothes, etc.) and/or outdoor apparel (i.e., sweatshirts, rain jackets, etc.), in order to meet the standards of professional practice in clinical education.

NATA Membership

Bethel University's Athletic Training Program utilizes ATrack (www.atrackonline.com) to compile documents, manage program data, and record the athletic training students' clinical proficiency scores and clinical experience hours. Students who are NATA members can access ATrack for FREE for one academic year (all subscriptions expire on August 31). However, if an athletic training student is not a NATA member, then a non-member

subscription fee of \$120.00 per year will be charged to the university in order for the student to use ATrack. Therefore, NATA membership is required for all athletic training students enrolled in the Professional Phase of the Athletic Training Program. Note: The cost of NATA student membership is included in the athletic training students' clinical class fees.

Transportation

Athletic training students will be assigned to off-campus clinical sites as well as on-campus assignments during the course of this program of study. The students will be required to provide their own transportation (and any costs incurred) to and from clinical sites. Carpooling, whenever possible, is encouraged. Please note that athletic training students may be required to drive to off-campus clinical sites that are 10-15 minutes from campus up to approximately 1 hour away from Bethel University for their clinical assignments. All athletic training students must maintain their own auto insurance policy (according to state law). Please note that neither Bethel University nor the Athletic Training Program will be liable for any accident that may occur to the student or the student's vehicle while traveling to and from clinical sites. Furthermore, no athletic training student shall be required to transport a patient or student-athlete (high school or collegiate) to or from any medical appointments, athletic practices, athletic events or other related affairs in their personal vehicle.

CLINICAL COURSES

All clinical courses in the Athletic Training major require formal admission into the professional phase of the Athletic Training Program and will therefore be open only to AT Program students. A modular approach will be utilized in order to develop competency of athletic training skills. Students will demonstrate proficiency of the clinical education competencies according to the National Athletic Trainers' Association Athletic Training Education Competencies, 5th Edition (2011). In order to document their progression in the Integrated Clinical Proficiencies, students will be expected to continually work toward completion of the clinical proficiencies portfolio in all five (5) clinical courses. Under the direct supervision of a preceptor, students will complete a minimum of 5 hours per week and a maximum of 30 hours per week outside of the classroom in various on- and off-campus clinical settings for each clinical course.

ATHLETIC TRAINING PROGRAM CURRICULUM ORGANIZATION

CHS Core Curriculum (49 hours)

- COE-CHS 102 (2 hours)
- BIO 111, 111L Introduction to Biology I (4 hours)
- BIO 309, 309L Human Anatomy and Physiology I (4 hours)
- BIO 310, 310L Human Anatomy and Physiology II (4 hours)
- CHE 111, 111L General Chemistry I **or**
CHE 121, 121L Principles of Chemistry I (4 hours)
- CHE 112, 112L General Chemistry II **or**
CHE 122, 122L Principles of Chemistry II (4 hours)
- ENG 101 Expository Writing (3 hours)
- ENG 111 Writing about Literature (3 hours)
- HEA 201 Personal Health (3 hours)
- MTH 111 College Algebra or higher (excluding MTH 113)
*see major for required course (3 hours)
- PSY 111 Introduction to Psychology I (3 hours)
- REL 111 Understanding the Old Testament (3 hours)
- REL 112 Understanding the New Testament (3 hours)
- SOC 111 Principles of Sociology (3 hours)
- Fine Arts (performance/appreciation) (3 hours)
Choose from: ART 111, ART 202, ART 206, ART 211, ART 212,
ART 213, ART 214, ART 309, ART 360, ART 401, MUP 106-406,
MUP 108-408, MUP 111-411, MUP 112A-412A, MUP 113A-413A,
MUP 113-413, MUP 118-418, MUP 119-419, MUP 123-423, MUP
124-424, MUP 133-433, MUP 139-439, MUS 101, MUS 102, MUS
151, MUS 161, MUS 171, MUS 201, MUS 230, MUS 238, MUS 240,
MUS 243, MUS 320, MUS 330, MUS 331, MUS 332, MUS 335, MUS
407, MUS 409, MUS 425, SAT 110, SAT 112, SAT 116, SAT 201, SAT
203, SAT 211

Pre-Professional Requirements (13 hours)

- BIO 316 Medical Terminology (3 hours)
- ATR 100 Athletic Taping and Bracing (1 hour)
- ATR 200 Foundations of Athletic Training (3 hours)

- HEA 330 Prevention and Care of Athletic Injuries (3 hours)
- HSC 230 Emergency Care in Sport & Physical Activity (3 hours)

Professional Phase Coursework (33 hours)

- ATR 250 Therapeutic Modalities (3 hours)
- ATR 245 Clinical I (2 hours)
- ATR 260 Principles of Rehabilitation (3 hours)
- ATR330 General Medicine & Pharmacology in Athletic Training (4 hours)
- ATR 340 Clinical II (2 hours)
- ATR 345 Clinical III (2 hours)
- ATR 361 Assessment & Intervention I (4 hours)
- ATR 362 Assessment & Intervention II (4 hours)
- ATR 410 Organization and Administration in Athletic Training (3 hours)
- ATR 440 Clinical IV (3 hours)
- ATR 445 Clinical V (3 hours)

Cognate Major Requirements (22 hours)

- HEA 211 Nutrition (3 hours)
- HSC 380 Research in Health Sciences (3 hours)
- HSC 421 Exercise Testing & Prescription (3 hours)
- MTH 202 Introduction to Statistics (3 hours)
- PED 321 Kinesiology (3 hours)
- PED 332 Physiology of Exercise (3 hours)
- PED 416 Sport Law (3 hours)
- PED Activity Class (1 hour)

Elective Coursework (12 hours)

DEPARTMENT OF NURSING

BACHELOR OF SCIENCE

INTRODUCTION

We, the faculty of the Department of Nursing (DON), are honored that you have chosen Bethel University to assist you in achieving your goal of becoming a baccalaureate-prepared registered nurse. We look forward to providing you with numerous educational experiences that will facilitate your transition from student to professional nurse.

This handbook is designed to provide the nursing student with information that will be useful throughout their nursing school experience at Bethel University Department of Nursing. Standards, policies, and procedures for the Department of Nursing are included. Nursing students are also governed by the Bethel University catalog and Bethel undergraduate student handbook –*The Log*. Each nursing student is expected to familiarize themselves with the information contained within each of these documents and abide by the policies as stated.

The mission statement and philosophy of the Bethel University Department of Nursing are consistent with the mission statement, operational definitions, and objectives of the parent institution (Bethel University). The mission statement and philosophy reflect the beliefs of the faculty and give direction to the baccalaureate nursing program.

VISION

The vision of the Bethel University Department of Nursing is to continue to be one of the most outstanding nursing schools in the region. The faculty expects our graduates to be notable as a result of their academic and professional excellence, dedication to professional nursing, advocacy for their clients' and communities' health, and leadership in the implementation and standardization of evidence-based practice.

MISSION

The mission of the Bethel University Department of Nursing is to provide our students with the opportunities, education, experiences, environment, mentoring, and leadership necessary for them to develop to their highest

potential as professional nurses. Highest potential is defined as each student being prepared to positively impact health care within the communities served, while recognizing that excellence is an expectation, competency is demonstrated by the highest quality of care created by participation in life-long learning and advanced education, and evidence-based practice is the standard of that care.

PHILOSOPHY

We, the Bethel University Nursing Faculty, believe that each person is a unique product of his or her environment; that learning is a result of the teaching-learning process; that health impacts quality of life; and that nursing is the art and science of care-giving and the prevention of illness.

We believe that each person is a citizen of the world who exists and functions within the context of family, community, and country. We believe that each person is responsible and accountable for the decisions he or she makes and for the consequences resulting from those decisions. We believe in the inherent goodness of the individual. We see each person as a holistic being whose interaction with his or her environment has the potential to positively influence the purpose and meaning that others derive from their existence.

We believe that environment shapes the person, just as the person exerts an influence upon his or her environment. In our view, a person's environment is the sum of the physical aspects of one's surroundings plus the effects of moral, cultural, psychosocial, socioeconomic, spiritual, political, educational, and technological forces. We also believe that individuals make choices about how they interact with their environment resulting in an impact on their lives.

We believe that learning is the primary way in which individuals enhance the efficacy of their interactions within their environment. We believe that learning gives people the skills and knowledge they need to be successful on a personal level while allowing them to contribute to the welfare and benefit of society. We believe that learning is an individual process, that every person has potential and can learn. We also believe that every person has the responsibility to be an active participant in the learning process and is personally accountable for his or her learning outcomes.

We believe that learning is the sum of the outcomes from the teaching-learning process. The teaching-learning process is a reciprocal endeavor that involves the active, mutually cooperative participation of faculty and

students in both academic and clinical settings. We believe that it is our responsibility to provide our students with the leadership, professional guidance, and academic foundation to be successful in the nursing profession. It is our professional obligation to instill a love of life-long learning in our students to enable them to stay abreast of the changes in health care science, technology, and evidence-based practice.

We believe that health—on both the individual, community, national and international levels—is nursing’s reason for being. Health is situational and is influenced by multiple variables, including the physical environment, culture, gender, age, ethnicity, lifestyle, and genetics. The science of nursing strives to improve health maintenance and health management based upon evidence-based practice. We believe that health has an effect on quality of life.

We believe that nursing is a profession founded upon caring. Nursing is an art and a science. The art is in our caring and in the manner of our care; the science involves health promotion, illness prevention, risk-factor identification, acute care, rehabilitation, and chronic disease management. Nurses are leaders, care-givers, teachers, role models, decision makers, scientists, managers, and advocates. We believe that the future of nursing lies in taking a leadership role in health promotion, health care, and the health care system.

PROGRAM GOALS/ GRADUATE CHARACTERISTICS

The Bethel University Bachelor of Science in Nursing degree prepares graduates for entry-level professional positions in primary, secondary, and tertiary care settings serving persons of all ages from diverse populations and for advancement to a graduate degree program in nursing.

The Bethel University nursing graduate is expected to embody certain characteristics. These characteristics are as follows:

- Demonstrates professional role behavior as evidenced by moral, legal, and ethical principles and standards of practice.
- Synthesizes liberal arts, science, and nursing knowledge as the basis of professional practice.
- Demonstrates caring, compassion, and respect for human dignity.
- Acts as the patients’ advocate, making their care and well-being the top priority.

- Shares responsibility for and assumes a leadership role in the provision of quality health care and its continuous improvement based upon proven evidence.
- Uses critical thinking and evidence based practice to improve health care of individuals, families, groups, communities, and the nation.
- Collaborates effectively with interdisciplinary teams and other health care stakeholders using oral, written, and information technology communication skills.
- Exhibits the cultural competence needed to provide holistic health care to individuals, families, groups, communities, and the nation.
- Uses knowledge of health and wellness continuum and health promotion to teach about and advocate for measures to maximize the health of individuals, families, groups, communities, and the nation.
- Accepts responsibility as an advocate for health care policies that improve health care for all, taking into account the needs of the profession, the health care system, the environmental context, and society.
- Demonstrates a commitment to life-long learning.
- Functions as a professional nurse generalist providing safe, competent, and quality care

APPLICATION & PROGRESSION

Requirements

Students must apply for full time enrollment in the nursing program. The application deadline for fall admission is March 1 of each year. Applicants must also take the ATI TEAS examination as part of the admission process. This examination is administered at Bethel University at scheduled times in January and February of each year.

The Nursing Committee on Admissions and Retention carefully examines each applicant's complete college scholastic record and ATI TEAS results. Selection of applicants is made on a competitive basis and equal educational opportunity is offered to all students meeting the entrance requirements regardless of race, sex, color, religion, marital status, age, national origin, or veteran status. A class is admitted in the fall semester of each academic year.

Procedure

Enrollment in any nursing course is limited to students who have applied for Department of Nursing admission and have been admitted into the

Bethel University Department of Nursing. To be considered for admission into the nursing program, the student must have completed all College of Health Sciences common core requirements and program core requirements with a grade of C or higher. All common core and program core courses must be completed prior to entering the nursing program except for 9 credit hours which may only be taken from REL or HIS courses. The student must have a minimum cumulative GPA of 2.75.

Course Repetition

Students may repeat one nursing course if less than a “C” grade is earned. Students are ineligible to continue in the nursing program at Bethel University if grades of “D” and/or “F” are earned in two or more nursing courses. Students who transfer from another nursing program with a “D” or “F” in one nursing course on the transcript will be ineligible to continue in the Bethel Nursing Program if grades of “D” and/or “F” are earned in one or more nursing courses.

Grading Scale

A	94-100	Excellent
B	85-93	Very Good
C	76-84	Good
D	75-65	Unsatisfactory
F	64 or below	Failure
W		Withdrew
WP		Withdrew Passing
WF		Withdrew Failing
P/F		Pass/Fail

Methods of Evaluation

The Department of Nursing faculty has adopted the following evaluation plan for progression in the nursing program:

Format for Standardized Evaluation of Students

- Three or more unit exams throughout semester
- Quizzes as appropriate (announced & unannounced)
- Comprehensive Final
- ATI Content Mastery Assessment (if available for the course)

- Clinical Evaluation Tool
- Nursing Care Plans, Concept Mapping
- Projects, Papers, Journals, Presentations, Debates, Portfolios (not an all-inclusive list)
- Medication Calculation Examination (for each clinical course)

Weight of Percent of Each of the Above Evaluation Methods

- Unit Exams 40 – 80% total
- Quizzes 0 – 10% total
- ATI Content Mastery Exam (if available) 10%
 - Level 3 proficiency – 10 pts
 - Level 2 proficiency – 10 pts
 - Level 1 proficiency – 0 pts
 - Less than Level 1 proficiency – 0 pts
- Comprehensive Final 20%
- Projects, Papers, Journals, Presentation 0 – 20% total
- Clinical Evaluation Tool Pass/Fail
- Nursing Care Plans, Concept Mapping Pass/Fail

Criteria for Successful Completion of Each NUR Course

- Total grade for all objective evaluations must be 76 or above to progress to the next NUR course (Unit Exams, Quizzes, ATI Content Mastery Exam, Final Exam).
- Comprehensive Final must be completed with a grade of 76 or above to progress to the next NUR course.
- Total grade for the NUR course must be 76 or above to progress to the next NUR course.
- Clinical Evaluation must be a passing grade to progress to the next NUR course.
- Completion of the Medication Calculation Examination in each clinical course with a 90% or higher grade. Each student will have two opportunities to achieve this grade.
- Each of the above criteria must occur to progress to the next NUR course. If any of the first four criterion are not met, the grade earned will be a “D” or below. If the criteria in #5 is not met, the student will administratively withdraw from the course during the first week of class.

Transfer Coursework

After admission to the Bethel University Department of Nursing and prior to taking courses at other institutions, students must receive written permission from the College of Health Sciences Registrar to enroll in any course at another institution. Students should not base their progression or graduation on permission being granted to take coursework off campus. Students must notify their advisor when courses are not taken as scheduled, are dropped or failed, and should subsequently contact their advisor or Director to receive authorization to alter the originally agreed upon permission form. Students who fail to adhere to this policy may not receive credit. Courses taken at other colleges and universities may alter the Bethel University GPA. Students are responsible for having official transcripts for all authorized work taken at other colleges and universities forwarded to the Bethel University College of Health Sciences Registrar's Office for proper recording within one (1) semester of completion.

It is the student's responsibility to determine that the transfer courses have been recorded in the College of Health Sciences Registrar's Office.

Governance and Readmission to the Nursing Program

Students who are accepted into the Bethel University Department of Nursing will be governed by the policies in effect at the time admission to the program is granted. If a policy is modified while the student is enrolled in the nursing program, the Director and Student Affairs student representative will be responsible for notifying all students of the change in policy. Additionally, students will receive a copy of the revised policy from the Director. This copy may be delivered in hard copy or electronic form.

Students who have been absent from the nursing program at Bethel University for one or more semesters for any reason must apply to the department for readmission and follow the Readmission to the Nursing Program policy requirements. The policy is available from the Department of Nursing and on the nursing program web page. Space availability will be one of the criteria used for the readmission decision as well as review of the student's previous academic record and the student's actions taken to address the reason for absence from the program.

The faculty and academic advisers are available to help students understand and meet academic requirements for the Baccalaureate of Nursing degree, but the students themselves are responsible for understanding and fulfilling the requirements. The degree cannot be awarded until all requirements as defined by the Bethel University Department of Nursing are met. It is

essential that each student become familiar with all requirements and remain informed throughout the program career.

Grade and Academic Honesty Appeals

If a nursing student feels that he or she is a victim of unfair grading practices, classroom procedures, or treatment of academic honesty; the following procedures should be followed:

1. The nursing student should first discuss the complaint with the nursing faculty member.
2. If the situation remains unsettled, the student should discuss the complaint with the Director of Nursing.
3. If the situation remains unsettled, the student should discuss the complaint with the College of Health Sciences Vice President.
4. If the situation remains unsettled, the student may appeal to the College of Health Sciences Curriculum and Policy Committee.
5. If the situation remains unsettled, the student may appeal to the President of Bethel University.

In addition, nursing students are expected to adhere to the Appeals Process of Bethel University as stated in The Log.

National Council Licensing Examination (NCLEX)

Each student is required to write the NCLEX after graduation from the nursing program. Successful completion of this examination is required for licensing as a Registered Nurse. Licensing is required of any graduate who wishes to practice as a Registered Nurse. The Director of the nursing program will assist the senior nursing students in the final semester to complete the application process required to be eligible to take the NCLEX and achieve licensing. Fees for the application process are the responsibility of the student and are listed in this catalog.

The student must complete the Virtual ATI (VATI) and receive the green light from the ATI mentor before the Director will sign and submit the student's application for licensing to the Board of Nursing. The student will continue to come to campus after graduation for up to 20 hours per week to complete the VATI and receive the green light to write the NCLEX examination.

ACADEMIC ADVISING

Academic advisement is necessary to meet your goals in the nursing program. Advising involves discussion of program options, assistance in program development and course sequencing, planning future goals, and preparing for graduation and licensure. All students must meet with their advisors during the published registration and advising periods. Faculty will post open hours of availability for advising appointments at least one week prior to scheduled pre-registration dates.

You should seek guidance from your faculty advisor to: 1) discuss problems that hinder your academic progression, 2) select courses for the semester, 3) review your plan of study, 4) discuss any changes like dropping or adding a course, 5) seek advice regarding unsatisfactory academic outcomes, 6) review progress throughout the program, and 7) seek advice on future goals.

To be prepared for the advising session, you must: 1) check your advisor's office for office hours, 2) sign-up on your advisor's posted advising schedule to set up an appointment, 3) arrive on time, 4) be open to suggestions for improvement in study habits, work schedules, etc. 5) maintain your own academic file including a copy of your transcript, 6) bring your academic file and other documents, like copies of emails, petitions, etc. to the session if appropriate, 8) contact your advisor if you are unable to arrive on time or need to change your appointment, and 9) refer to this catalog and the College of Liberal Arts Catalog for any questions regarding degree requirements and progression.

STUDENT RESPONSIBILITIES

Clinical Experiences

The safety of patients may necessitate removal of a student from a clinical experience. Faculty members are responsible for recommending this action to the Director of the department when indicated. The student who demonstrates clinically unsafe behavior can be administratively removed from and will fail the clinical course.

If the clinical agency recommends the removal of a student from a clinical facility, the student will be removed from the facility and may be removed from the Department of Nursing for failure to meet the objectives of a specific nursing course.

When, in the opinion of the instructor, a student is not prepared for the educational activity or is in violation of the Standards of Conduct as outlined in the Nursing Student Handbook, the student will be dismissed from the clinical experience for the day by the instructor. The student will fail to meet the critical behaviors for the clinical experience on the day of removal from the clinical experience. The instructor may recommend further action to the Director of the department.

Attendance at all scheduled clinical and laboratory experiences is required. Penalties for a missed experience will be determined by the clinical faculty responsible for the experience. Opportunity for completion of the missed experience will be determined on a case-by-case basis and will take into consideration faculty availability, availability of facility resources, and student history of reliability and responsibility as well as reason for absence.

Failure to complete required clinical experiences successfully may result in failure of the nursing course even if a grade of "C" or higher is obtained on the didactic portion of the course.

Dosage Calculation Examination

The Bethel University Pre-Clinical Dosage Calculations Testing Policies exist to facilitate dosage calculations competence necessary for safe nursing practice. The nursing literature reports that the majority of nursing errors occur in medication administration. Many hospitals require nurses to demonstrate dosage calculation proficiency as a requirement for employment. Therefore, it is imperative that nursing students assume personal responsibility for maintenance of math skills throughout the nursing curriculum. The dosage calculation testing serves as a means for continued assessment by students and faculty of these important required skills. Bethel University is committed to assisting students who need additional instruction in dosage calculations in order to maintain safe medication administration in clinical courses. All clinical students who have successfully completed Pharmacology in Nursing I are required to pass a dosage calculation test by the end of the first week of each clinical semester. The student is provided 2 attempts to pass the test; the passing score is 90% or above. Students who do not achieve 90% or above on the first attempt are required to wait a minimum of 24 hours to retest. If the student does not pass the 2nd attempt of the exam with a score of 90%, the student will be required to immediately administratively withdraw from all nursing courses at Bethel University, and the tuition refund policy of Bethel University will be applied.

Some test items will require the usage of mathematical conversions and the rounding of decimals (according to the Bethel University Mathematical Rounding Rule Policy for Drug Calculations) for accurate completion.

- No rounding will occur until the last answer is calculated. Then rounding will take place.
- If the answer is less than 1, carry the decimal answer to the thousandth place and round to the hundredth place.
- Always place a zero in front of any less than 1 decimal answer to accentuate that the decimal is there. (Example: $0.123 = 0.12$)
- If the answer is greater than 1, carry to the hundredth place and round to the tenth place. (Example: $1.88 = 1.9$)
- If the answer is 5 in the hundredth or thousandth place, round up. (Examples: $6.15 = 6.2$, $8.465 = 8.47$)
- All answers must be correctly labeled. This ensures that the student understood the measurement for which they were solving.

Nationally-Normed Proficiency Testing

Students will be required to take nationally-normed tests throughout the nursing curriculum specific to the content studied, with the expectation that an identified proficiency level or above be obtained. Remediation and re-testing may be required prior to receiving a grade in the nursing course during which the test is administered. All students are required to take a nationally-normed comprehensive examination at the completion of the Capstone Practicum in Nursing course and are expected to score at an identified proficiency level or higher. The identified proficiency level will be stated in the Capstone Practicum in Nursing course syllabus and should be attained for successful completion of the course.

Purpose of Testing

- Assists in documenting student outcomes
- Identifies strengths & weaknesses of students and aggregate groups of students
- Provides curriculum evaluation data
- Strengthens the potential for successful NCLEX outcomes

The fee for one year of testing is added to tuition charges for NUR 311 and NUR 418. These fees include access to all ATI practice exams, ATI content mastery examinations, ATI Nurse ProLogic, all skills modules, clinical

reasoning scenarios, electronic copies of all review materials, printed copies of review materials, quest for NCLEX success module, and access to Virtual ATI review program after graduation.

Community Service

A total of two hours per semester of community service is required of each student. This activity is NOT GRADED, but documentation must be received by the Department of Nursing Office Manager by the 10th week of the semester if the student is to pass each clinical course. If documentation is not received by the 10th week, the number of hours required for successful completion of the community service requirement increase to four hours per semester. The documentation should be submitted on the approved department form. It is the intent of the requirement that the student volunteer with a health-related community service project.

Professional Character

Bethel University Department of Nursing requires that all nursing students exhibit exemplary professional character. Evidence of exemplary professional character includes: 1) ability to distinguish right from wrong, 2) ability to think and act rationally, 3) accountability for his or her own behaviors, 4) ability to recognize and honor the interpersonal boundaries appropriate to any therapeutic relationship or health care setting, and 5) ability to promptly and fully self-disclose facts, circumstances, events, errors, and omissions when such disclosure could enhance the health status of the patient or the public or could protect the patient or the public from unnecessary risk of harm.

ACADEMIC INTEGRITY

Areas of Student Responsibility

The university's expectations commence when the university initially accepts a student. They apply to the student's conduct wherever the student may be, on or off the campus, and when the student is engaged in university-related activities and when the student is not.

Basic Honesty

The university insists on basic honesty and encourages the development of relationships characterized by integrity. Lying or misrepresentations concerning official university business threaten the welfare of the university community.

Academic Responsibility

Academic honesty is an essential condition for the health of Bethel University and is vital to the achievement of its intended objectives. Consequently, any effort on the part of a person to submit work that is not his or her own in fulfillment of course or examination requirements shall not be tolerated.

- The unauthorized use, or attempted use, of any form of notes, tables, books, or other devices in the writing of an examination or test of any kind is prohibited.
- The use of words from a source without quotation and documentation, or the idea of a source without documentation constitutes plagiarism and is prohibited. All sources used in the preparation of a paper or other assignments should be listed in the bibliography and specific quotations and references should be indicated by appropriate citation.
- Any student giving or receiving unauthorized aid, by any means including notes, signs, words, or gestures, is guilty of cheating.
- The submission of work that is not the actual accomplishment of the person submitting it is a violation of academic honesty.
- Assistance in typing or proofreading a paper is not considered improper unless specifically forbidden by the instructor.
- The removal, misappropriation, or destruction of academic material in an unauthorized manner from the person, the office, or the vehicle of an instructor, from the library, or from another person is prohibited. (refer to The Log, The Student and Residence Life Handbook for further clarification)

The following actions, while not all inclusive, are examples of academic misconduct: 1) cheating during an exam, 2) plagiarism, consisting of representing someone else's work as your own in a paper, report, care plan, etc., 3) use of alcohol or drugs while performing duties in the classroom or clinical, 4) falsification of any data in the classroom or clinical setting, and 5) any academic behaviors that violate the policies of the nursing department, Bethel University or the Professional Standards of Conduct as stated in this document. Students are expected to adhere to the academic conduct policies of Bethel University. Violation of any of these policies may result in dismissal from the nursing program.

Professional Conduct

All students enrolled in the Bethel nursing program must exhibit professional conduct. Bethel University Department of Nursing defines exemplary professional conduct as the integrated pattern of personal, academic, and

occupational behaviors exhibited consistently by an individual that meet the rules and regulations for licensure by the Tennessee Board of Nursing as well as meet the Tennessee Nurse Practice Act requirements.

Failure to exhibit professional behavior in academic, clinical laboratory experiences, or personal performance may result in the removal from the Bethel nursing program.

The Bethel University Department of Nursing student is expected to display professional behaviors that are conducive to the practice of professional nursing at all times. Professionalism is a concept that embraces conduct, attitudes, values, and standards relating to the practice of a professional. Professionalism in nursing can be witnessed in individual and collaborative practice and organizational participation. The nursing students are expected to incorporate into their behavior the Bethel University Student Code of Conduct and Professional Standards of Conduct as discussed throughout this section of the catalog and the policies and regulations as established by the following regulatory bodies:

- American Nurses' Association (ANA) Code of Ethics for Nurses
- Nurse Practice Act—Tennessee Board of Nursing
- American Hospital Association Patient Bill of Rights

The faculty of the Bethel University Department of Nursing expects professional nursing students to conform to the standards of nursing practice. The term unprofessional conduct is described as any act, practice, or omission that fails to conform to the accepted standards of the nursing profession. Unprofessional conduct includes but is not limited to the following: (Adopted from the American Nurses' Association (ANA) Code of Ethics for Nurses, Nurse Practice Act—Tennessee Board of Nursing, and American Hospital Association Patient Bill of Rights)

1. Failing to assess and evaluate a patient's status or failing to institute nursing intervention which might be required to stabilize a patient's condition or prevent complications.
2. Knowingly or consistently failing to accurately or intelligibly report or document a patient's symptoms, responses, progress, medications, and/or treatments.
3. Knowingly or consistently failing to make entries, destroying entries, and/or making false entries in records pertaining to the giving of narcotics, drugs, or nursing care.
4. Appropriating medications, supplies, equipment, or personal items of

the patient or employer.

5. Failing to administer medications and/or treatments in a responsible manner.
6. Performing or attempting to perform nursing techniques and/or procedures in which the nursing student is unprepared, unsafe, and/or without appropriate supervision.
7. Violating the confidentiality of information or knowledge concerning the patient except where required by law.
8. Causing, permitting, or allowing physical or emotional injury to the patient or failing to report the same in accordance with the incident reporting procedure in effect where the nurse is employed or working.
9. Leaving a nursing assignment without notifying appropriate personnel.
10. Expressly delegating nursing care functions or responsibilities to a person who lacks the ability or knowledge to perform the function or responsibility in question.

Failure to meet these standards will result in a failing grade for the clinical course.

Code of Ethics for Nurses

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the

profession through individual and collective action.

7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

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If a nursing student violates any of these standards and is involved in an unsafe incident in the clinical area, the Unsafe Clinical Performance Incident Report must be completed by the student and faculty member.

PROFESSIONAL APPEARANCE/ STUDENT POLICIES & GUIDELINES

Students are to be professionally attired at all times.

Classroom

In the classroom environment on the campus of Bethel University, the student nurse is required to wear a purple scrub uniform with the Bethel University DON patch sewn to the left upper sleeve. The purple scrub should be appropriately fitted and may be worn with a long sleeve shirt underneath during cold months. A jacket may also be worn over the scrubs.

At off campus Bethel University Department of Nursing sanctioned events “business casual” is considered professional attire. Professional attire does not include jeans, shorts, casual sandals, halter tops, athletic wear, sweat shirts, tank tops, muscle shirts, or tee shirts. Shoes should be clean and comfortable with low heels. Socks or hose must be worn if appropriate.

Jewelry is kept to a tasteful minimum. No multiple visible piercings. The only visible piercing is to be one small earring in one pierced hole of each ear.

Fingernails should be clean and trimmed no longer than the fingertip.

No nail jewelry or artificial nails are permitted. Nail polish may be worn. Tattoos must be covered.

Clinical Experiences

The general requirements for the uniform for students of the Bethel University Department of Nursing will be as follows:

Students accepted into the Bethel University nursing program must purchase one white uniform, one white lab jacket, and previously described scrub uniform, all with attached Bethel DON patch, from Meridy's Uniforms. Ordering information will be distributed in the admission packet sent to newly admitted nursing students. This information may also be obtained from the Department of Nursing. Information regarding the specified Bethel nursing uniform is available on the Meridy's Uniform website after entering the pass code given to incoming students.

Nursing shoes must be all white. They may be leather or non-porous sport shoes. Shoes must be clean, comfortable and quiet. (Canvas shoes as well as open toe or open heel shoes are not acceptable). Socks or hose must be worn. Socks are to be white.

The Bethel student ID is to be worn on the left upper chest area, on the uniform, street clothing, lab coat, or scrubs when functioning as a Bethel University student nurse. The ID is not to be worn at any other time, such as during a work shift in a hospital setting.

Some clinical experiences will require the wearing of street clothes with lab jacket and the Bethel student ID. Street clothes include skirt or slacks with a shirt or blouse or dresses. Permissible street clothes do not include jeans, shorts, casual sandals, halter tops, tank tops, muscle shirts, or tee shirts.

Shoes should be clean and comfortable with low heels. Socks or hose must be worn if appropriate.

Hair must be pulled back, secured, and up off the collar for all clinical experiences.

Jewelry is kept to a minimum. No multiple visible piercings. The only visible piercing is to be one small earring in one pierced hole of each ear.

Fingernails should be clean and trimmed no longer than the fingertip. No nail jewelry or artificial nails are permitted. Clear nail polish may be worn.

Students must wear a watch that allows them to count seconds so that heart

and respiratory rates may be counted. All students are recommended to bring a personal stethoscope to clinical experiences as appropriate.

Tattoos must be covered.

Any questions about grooming or professional attire should be addressed to the faculty of the Bethel University Department of Nursing prior to the clinical experience.

Attendance and Tardiness

Attendance at the first session of all nursing classes (didactic and clinical laboratory experiences) and new student orientation is mandatory.

Attendance is required for each course. If the student has to miss a class for any reason, the student must get an excused absence from the instructor prior to the event. Students are responsible for all material presented in their absence and completing all requirements and the objectives of material presented.

A student missing any scheduled assignments, quizzes or exams without prior notification of the faculty member will earn a grade of zero. Opportunities to complete and resubmit assignments or take quizzes, or examinations at other than scheduled times will be provided at the discretion of the faculty and as outlined in the course syllabus.

Punctuality is required. All students are required to be in the classroom seated and ready to begin work at the scheduled time for class to begin. When a student is tardy for two scheduled classes (if not excused), an absence will be recorded.

Attendance at all scheduled clinical laboratory experiences is required. Penalties for a missed clinical laboratory experiences will be determined by the clinical faculty responsible for the missed clinical laboratory experience. This clinical faculty member will consider and evaluate each missed experience on an individual basis considering such factors as previous patterns of reliability and responsibility demonstrated by the student, availability of facilities, availability of faculty, and reason for the absence.

Punctuality is required for a scheduled clinical laboratory experience. When a student is tardy for any scheduled clinical laboratory experience, appropriate action will be determined by the faculty and might consist of dismissal from the clinical laboratory experience for that day and/or an additional assignment.

Two unexcused tardiness and/or absences from scheduled clinical laboratory experiences will result in dismissal from the clinical course. If a student misses a clinical activity for any reason, the student will be required to make up the clinical hours. The type of clinical activity will be determined by the instructor.

Nursing students enrolled in clinical nursing courses must attend clinical orientation scheduled according to the nursing course. This may be the first week of each semester or later in the semester. Absence will cause cancellation of enrollment in these courses.

If illness or other conditions occur that prevents participation in a scheduled clinical laboratory experience, it is the student's responsibility to follow course guidelines published in syllabi for notifying the faculty and the agency. A student with a communicable condition should not participate in a scheduled clinical laboratory where risk of exposing others exists. Follow course guidelines for notifying the faculty and the agency. If treatment is indicated, the student should follow up with recommendations from a health care provider.

Outcomes and penalties for a missed clinical laboratory experience will be determined by the clinical faculty member who coordinated that clinical experience. The faculty member will evaluate each case on an individual basis, and will make the final determination for when a student is ready to re-enter the clinical experience.

EXAMINATIONS

Examination dates are listed in the course syllabus. Students will take each examination at the time scheduled. If the student is unable to take the examination at the scheduled time, the instructor must be contacted prior to the class period the examination is being taken. Reasons for missing an examination must be considered academically valid, such as illness, and will be accepted on a case-by-case basis by the faculty. The student will make up the examination within 120 hours (not including weekends or holidays) after returning to class or clinical laboratory experience. Arrangements to make up the examination will be made through the course instructor. Make up exams may be a different form and format such as essay. A student who fails to comply with the above will not be permitted to take the examination, and the grade will be recorded as zero.

Final Examinations

Final examinations will be given on dates and times as specified by the Bethel University Department of Nursing.

Quizzes/Assignments

Students are responsible for attending class prepared. This includes completion of all assigned readings and learning activities as designated in the course syllabus.

Quizzes may be announced or unannounced. All assignments are due on the date specified on the class schedule. Any assignment turned in late may have points deducted as stated on the evaluation form of the particular assignment.

CLASSROOM/CLINICAL PARTICIPATION

Students are expected to participate in class discussion. Each student will be accountable for all assigned objectives. The student will be held accountable for all content taught in previous courses.

Performance in Clinical Experiences

Students are expected to arrive at the clinical laboratory experience prepared and may be sent home if not prepared. Clinical preparation may include but is not limited to research related to assigned patient health care needs, reviewing readings related to assigned patient health care needs, viewing skills modules, practicing in the skills lab, or developing care plans or care maps prior to arrival at the clinical experience. As part of the clinical experience, students will have the opportunity to work in several clinical settings and with numerous persons during their years as a student in the nursing program. As professional nursing students, students are expected to keep confidential all information entrusted to them by patients, family members, peers, and colleagues.

Nursing students will be expected to travel to the clinical facility the day before clinical practice to meet the patient they will be caring for during clinical practice. Students will also collect data from the patient documents and patient that will assist them in planning for care during the clinical practice experience.

Utilization of Handheld Electronic Devices

All students are required to use a handheld device [Personal Digital Assistant (PDA), Smartphone (iPhone®, Android, Blackberry, etc), iTouch®, or any other handheld device (HED)] in the clinical area for quick reference on clinical topics. The use of the HED is guided by the policies of the individual clinical sites and the Department of Nursing Guidelines for use of Handheld Electronic Devices in the Clinical Setting. HIPAA policies are to be followed when using any HED device. No patient identifiers or personal patient information may be placed on the HED. Telephone and camera must be in the “off” mode while in the clinical area. Text messages may only be sent to your clinical instructor to notify him or her that you need their assistance. No text messages may be sent to other students or external sites. No pictures may be taken of documents, patients, computer screens, etc. while in any clinical area. Appropriate asepsis techniques must be used when referencing the HED in the clinical area.

If non-adherence occurs, the student will be removed from the clinical area immediately. The incident will be reported to the Director and consequences will range from an unsatisfactory for the clinical day or failure of the clinical component of the courses to removal from the nursing program.

INCLEMENT WEATHER POLICY

Clinical laboratory experiences may be cancelled by the faculty in the following situation:

- At those times when the school district within the county of location of the classroom or clinical experience is closed due to inclement weather. Consideration will be given to student and faculty travel to the learning experience.

Each faculty member is responsible for evaluating the weather conditions in the geographical area of the clinical site. If the decision is made to cancel a clinical experience, it is the faculty member’s responsibility to contact the student and the clinical facility with the relevant information. All missed clinical hours will be made up. The type of clinical activity will be determined by the instructor.

MEMBERSHIP ON NURSING COMMITTEES

Since nursing faculty and students are involved in governance of the educational process, students are elected or appointed to the following

faculty committees:

- Department of Nursing Curriculum Committee
- Department of Nursing Student Affairs Committee

EMPLOYMENT

Students may be employed on or off campus as opportunities are available and the course load and schedule permits. However, the Department of Nursing faculty urges caution in scheduling more than a few hours of work per week. Work schedules must allow time to study. Students employed in clinical agencies may not wear the school uniform or Bethel student ID during employment. The uniform worn during such employment should be the one required by the employing agency. Students who are employed in a clinical setting must not sign their names as Bethel University Student Nurse.

CHANGE IN HEALTH STATUS

A change in physical or emotional health status must be reported to the clinical instructor and program director as soon as it is suspected and / or verified. Although the student's right to privacy is recognized and respected, it is important that the faculty be aware of the situation in order to protect the student, Bethel University, and affiliated organizations. The student may be required to seek evaluation by a health care provider and provide documentation regarding ability to function safely in the classroom and clinical setting.

In order to progress academically, the student must demonstrate the ability to fulfill program requirements and objectives. If the student is unable to meet the course requirements due to health problems, he/she will be asked to withdraw from the class or to withdraw from the university for the semester.

ADDITIONAL NURSING STUDENT FEES

• Uniform expense	\$100.00 - \$200.00
• Purchase of electronic device for e-books	varies according to device
• Textbooks	varies by semester
• Clinical/lab fees	\$70.00/course/semester (added to each clinical nursing course tuition)

• Nursing stethoscope	\$30.00-\$50.00
• Professional Liability Insurance	\$17.00/year (added to NUR 311 or NUR 418 tuition each year)
• Student Nurse Association membership	\$35.00/year (added to NUR 311 or NUR 418 tuition each year)
• Standardized exams	\$650 /year (added to NUR 311 or NUR 418 tuition each year)
• Criminal background checks - admission to nursing program - before application for state board examination - as required by clinical agency requirements	\$102 for each check
• Drug screens	\$27.00/year
• Transportation to and from clinical experiences	varies according to site (Memphis, Nashville, Bolivar & Jackson as well as local health care facilities)
• Bethel University Department of Nursing pin	\$21.00 - \$200.00 to be awarded to graduating seniors during pinning activities)
• Nursing Licensure Examination	\$375.00
• Health Insurance	varies by insurance company

****Student expenses may vary from semester to semester according to increases in costs from participating organizations. These are in addition to tuition and fees.***

CLINICAL AGENCY REQUIREMENTS

Drug testing and criminal background checks of nursing students are required by the facilities which serve as the sites for the clinical learning experience for nursing students. These facilities require drug testing and criminal background checks of each student, prior to the time the student would have contact with the facility's patients or employees.

Drug Screen – Yearly

Drug screens are performed yearly at the beginning of fall semester. The Department of Nursing arranges for a laboratory to collect urine specimens on campus at a specified time. At the time of drug testing, the student is required to pay the cost and any additional expenses related to further investigation, if needed, by the Medical Review Officer.

If a positive drug screen occurs, the following will occur:

- The student will be immediately suspended for a minimum of one year (12 continuous months from the date of the beginning of the suspension) from the nursing program. and
- The positive drug screen will be shared by the Bethel University Department of Nursing Director with the Vice President of the College of Health Sciences for further action, including but not limited to referral for a drug abuse education program, referral to counseling, and/or referral to a drug treatment program.
- Other appropriate actions, if any.

Any nursing student with a positive drug screen is encouraged to seek treatment. The Bethel University Department of Nursing encourages impaired students to seek assistance voluntarily and assume responsibility for their personal and professional conduct. A student who has on one occasion had a positive drug screen under this policy, and who desires to reapply to the Department of Nursing may reapply for a school semester beginning after the period of suspension (one year minimum). The student will, in addition to meeting all other requirements for similarly situated applicants, be required to provide documentation of successful treatment and the student will be required to consent to and undergo drug testing. The decision on whether to re-admit the student is not guaranteed, and will be made on a case-by-case basis.

Additionally, a student assigned to a facility for a clinical experience, and who is suspected by the facility of substance use or abuse, will be asked to consent to a drug test, plus other consequences. In this situation, the student is required to sign the consent and complete an immediate drug test. Some clinical facilities also require a drug test if an injury occurs to the student on site. The student is required to pay for all drug tests.

Criminal Background Check

Each student who will be the subject of the criminal background check is required to cooperate with the company conducting the check so that it can be completed at the time required by Bethel University prior to a clinical laboratory experience. Each student is required to provide the screening

company accurate identifying information requested so that the company can carry out the screen upon the student. Each student is required to sign any and all consents/releases, in the form(s) designated by Bethel University, including consent to the criminal background check and permission for it to be provided by the company to Bethel University. It is intended that the background check include all cities and counties of known residence for the 7-year period prior to the check.

Under this policy, the term “failing” the criminal background check is defined as the screening company reporting to Bethel University that the student had any of the following during the 7 year period prior to the check:

- A felony conviction.
- A misdemeanor conviction or felony deferred adjudication involving a crime against a person (physical or sexual abuse).
- A misdemeanor conviction related to moral turpitude (prostitution, public lewdness/exposure, etc).
- A felony deferred adjudication for the sale, possession, distribution, or transfer of narcotics or controlled substances.
- Registration as a sex offender.
- Any requirement specific to each clinical facility used for clinical experiences.

The company conducting the criminal background check will communicate the criminal background check results to the Director of Bethel University Department of Nursing. It is the policy of Bethel University to maintain the confidentiality of these criminal background check results to the extent required by law. The student must give permission for the clinical agency to view the results if requested due to concern over violation of the facility’s criminal background check policy.

When a student fails the criminal background check, the following will occur:

- The student will be immediately suspended from the nursing program until the company conducting the check reports to Bethel University that the student no longer fails the check.
- The student will be notified of a description of the adverse action taken, the name of the company which prepared the report, a statement that the company did not make the decision to take the adverse action, that the student has a right to obtain a free copy of the company’s report from the company, and to contest its contents.

- The results will be shared by the Bethel University Department of Nursing with the Vice President of the College of Health Sciences for further action. The results may be shared with the appropriate contact from the clinical facility.
- Other appropriate actions, if any.

A student who is convicted of or receives deferred adjudication for any of the criminal offenses while enrolled in the program must report the conviction to the Director of the Bethel University Department of Nursing within three days of the conviction, and the student will be referred to the Vice President of the College of Health Sciences. Action taken will be predicated on the type of criminal offense and particular policy violated by the offense.

At the time of the background check, the student must pay all expenses associated with the criminal background check process.

IMMUNIZATION, CURRENT CPR CARD, & HEALTH INSURANCE

Up-to-date immunization status as well as current CPR training is required of all students by the facilities in which Bethel schedules clinical experiences.

Required immunizations include:

- Tetanus/Diphtheria (TD) (within past 10 years) or Tdap if renewal is required while enrolled in the nursing program
- Measles, Mumps, Rubella (MMR and titer)
- Hepatitis B and titer
- 2-step Tuberculosis Skin Test (nonreactive) or one step TB skin test performed consistently for previous 2 years or more (nonreactive) or Chest X-ray (clear)
- Varicella (chickenpox) and titer

Copies of documentation of immunization status and American Heart Association Healthcare Provider CPR training card must be submitted to Certified Background Student Immunization Tracker prior to the first day of class. Information regarding the process to accomplish this requirement is included in the admission packet sent to newly admitted nursing students. This information is also available from the Department of Nursing. If annual renewals are necessary, copies of the renewals should be submitted to the Student Immunization Tracker before the first day of classes each semester.

Bethel Department of Nursing students enrolled in clinical nursing courses must submit proof of health insurance to the Student Immunization Tracker.

Student Malpractice Liability Insurance

All students are required to purchase malpractice liability insurance prior to participating in clinical experiences. This is a requirement of all clinical facilities in which Bethel nursing students practice. The Department of Nursing contracts with an insurer to provide blanket malpractice insurance for all students enrolled in the nursing program. The yearly fee for the insurance is added to the charges for NUR 311 and NUR 418.

COMPLIANCE WITH ALL POLICIES

Students who are not in compliance with the above policies regarding drug testing, background checks, immunizations, CPR, health insurance, and malpractice insurance will not be allowed to participate in clinical activities involving patient contact. The missed time cannot be made up, will be counted as unexcused absences, and handled according to policies stated in the student handbook.

* It is the students' responsibility to follow all guidelines and requirements set forth in the Bethel University Log, and Bethel University College of Health Sciences Catalog.

Health Insurance Portability and Accountability Act (HIPAA)

- All students must sign a Bethel University Nursing Confidentiality Statement prior to accessing patient files in any agency used for clinical education. Some agencies require additional confidentiality forms specific to their facility be signed in addition to the Bethel University DON Statement.
- All student documents related to patient assignments (journals, care plans, papers, assignment sheets, etc.) must be protected to assure privacy of the patient(s) information by de-identifying the health information. Your course faculty will tell you the de-identification method to be used.
- Students should maintain the de-identification of health information when communicating with faculty, one another, or any other entity through any means including electronic means.
- Any documents submitted to faculty should contain no protected health information (PHI) or the information should be de-identified.

Examples of documents include course papers, care plans, interview information, etc.

- If protected health information is re-identified for any reason, it is deemed to be protected health information and is subject to the applicable privacy protections. The student is responsible for maintaining the security of the re-identified information.
- Only students wearing the approved Bethel University identification badge will be granted access to patient information by the clinical agency.
- Student IDs are to be worn on the left upper chest on the uniform, street clothing, or scrubs when representing self as a Bethel University student nurse. The ID is not to be worn at any other time, such as during a work shift in a hospital setting.

Any student research or professional projects should maintain the protection of health information collected during the duration of the project by including no identifying patient information on project instruments. If a code is used to re-identify the participant information, the codebook must be maintained in a locked, secured file. If an informed consent document is signed, the documents should be maintained in a locked, secured file apart from any patient/subject information.

HIPAA Privacy Official

- The Director of the Bethel University Department of Nursing is the Privacy Official, but may delegate his or her duties to others if so desired. The appointment is continuous and will transfer when and if a new director is named;
- The duties of the Privacy Official include: a) maintaining program compliance with HIPAA regulations, b) developing Bethel University policies and procedures related to HIPAA regulations, c) maintaining documentation of complaints and sanctions, and d) overseeing the HIPAA training program.
- The chain of command under the Director, Bethel University Department of Nursing, as the Privacy Official is student to faculty, faculty to lead teacher of course (if applicable), and faculty/lead teacher to Director. At times it may be appropriate for the student and faculty/lead teacher to meet simultaneously with the Director.

HIPAA Training

- All Bethel University students enrolled in clinical courses for the first

time will complete a training program regarding HIPAA regulations and policies during the first week of the academic semester. Each student will be asked to sign a form indicating understanding of the Bethel University Department of Nursing policies and procedures related to HIPAA and the Bethel University Department of Nursing Confidentiality Statement. The clinical agencies may require additional HIPAA training as well.

- If a breach in confidentiality occurs, the student will complete a retraining program as soon as possible following the incident.
- All students will complete retraining within 1 month following a significant change in privacy practices.

HIPAA Complaints

- A complaint regarding a breach in patient privacy may be brought to the Privacy Official with the assurance that no retaliatory measures will be taken against the person bringing the complaint.
- The Privacy Official will document the complaints received and their disposition and maintain the document in a locked, secured file.
- Students who violate the protection of health information are subject to sanctions, which may include, but are not limited to failure of course or suspension from the program.

PATHOGEN EXPOSURE

Any exposure to blood borne pathogens, tuberculosis, or communicable pathogens other than blood borne communicable diseases during clinical laboratory experience should be reported to the person in charge on the unit and the individual(s) must follow that institution's policy regarding blood borne pathogen or communicable disease exposure. The student will pay for any exposure testing requested. If post-exposure procedures are not available to the involved individual, the student should go immediately to the nearest emergency room.

The student must immediately notify the supervising faculty promptly of the incident or exposure no matter how small it might be. Incident reports are to be completed by the faculty member and student(s) involved at the facility. The agency may require additional documentation as well.

The student may receive immediate testing/treatment at the agency if offered OR report to the nearest emergency room. Immediate reporting will afford the opportunity for the initiation of the process of appropriate

follow-up of possible exposure to bloodborne pathogens or tuberculosis as well as provide timely administration of appropriate therapy in the event of any known infectious exposure.

The student and faculty together must complete the Bethel University Department of Nursing Post Exposure Incident Form for Bloodborne Communicable Diseases or Tuberculosis as soon as possible after the incident or exposure.

The supervising faculty member will assist the student with the above reports and clarify the student's understanding of the treatment recommendations.

Other exposures or incidents not related to pathogens or tuberculosis, the student must:

1. Notify the supervising faculty member promptly.
2. Report the incident immediately to the appropriate individuals within the agency and complete any records required by agency policy.
3. Receive immediate treatment at the agency if available OR report immediately to the nearest emergency room.
4. Complete the Bethel University DON Post Incident Form within 24 hours of the incident.

In the case of all exposures or incidents, the supervising faculty member will inform the Bethel University Director of the Department of Nursing immediately of the incident or exposure. The faculty will help the student complete the required reports and forms, clarify information regarding reporting and treatment, and file the appropriate forms in the student's file. The Director of the Bethel University DON will inform the Vice President of the College of Health Sciences of the incident or exposure and follow any guidelines or regulations set forth by Bethel University or other reporting agencies.

Fees acquired for bloodborne pathogen, tuberculosis, or other exposures and incidents are the responsibility of the student. The student will have financial responsibility for all testing and resulting treatment.

DEPARTMENT OF NURSING

CURRICULUM ORGANIZATION

The following Common Core is in effect for the Nursing Curriculum until the Fall of 2014. Pre-requisites to admission to the Nursing Program offered by the College of Arts & Sciences.

Common Core Courses (33 hours)

– COE 100	1
– ENG 101, 111, 201, 202	12
– REL 111, 112	6
– MTH 111 or higher	3
– BIO 111/111L	4
– HIS 205, 210, or 215	6
– PED activity	1
– HEA 201 or approved equivalent	(NUR 300 is equivalent)
– COE 401 or approved equivalent	(NUR 424 & 430 is equivalent)

Program Core Courses (29 hours)

– BIO 309/309L	4
– BIO 310/310L	4
– BIO 311/311L	4
– CHE 121/121L	4 (will accept CHE 111)
– CHE 122/122L	4 (will accept CHE 112)
– MTH 202	3
– PSY 111	3
– PSY 211	3

After Notification of Admission to the Nursing Program:

Semester 1: (13 hours)

– NUR 300	Adult Health Assessment in Nursing	4
– NUR 311	Foundations in Nursing Care	5
– NUR 317	Pharmacology in Nursing I	2
– NUR 321	Concepts in Professional Nursing	2

Semester 2: (15 hours)

- NUR 318	Pharmacology in Nursing II	2
- NUR 322	Nursing Care of Clients with Psychosocial Disorders	4
- NUR 323	Pathophysiology in Nursing	3
- NUR 326	Nursing Care of Adults I	6

Semester-Summer Session: (8 hours)

- NUR 334	Nursing Care of Children and Adolescents	5
- NUR 341	Research in Nursing	3

Semester 3: (15 hours)

- NUR 410	Nursing Care of the Community	4
- NUR 414	Nursing Care of Women and Neonates	5
- NUR 418	Nursing Care of Adults II	6

Semester 4: (15 hours)

- NUR 422	Nursing Care of Critically Ill Adults	4
- NUR 424	Capstone Practicum in Nursing	6
- NUR 430	Leadership & Management in Nursing	4
- NUR 450	Issues in Health Care	1

TOTAL NURSING HOURS = 66

TOTAL GRADUATION HOURS = 128

PHYSICIAN ASSISTANT STUDIES

BACHELOR OF SCIENCE

The Bethel University Physician Assistant Program (BUPAP) will confer a Master of Science degree in Physician Assistant Studies upon completion of the 27 month educational program. The program consists of 12 months of didactic education and 15 months of clinical experiences.

MISSION

Bethel University's mission 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. It is the Physician Assistant Program's mission to create opportunities for the members of the learning community interested in healthcare to ultimately graduate as exceptional, compassionate healthcare professionals who practice medicine within an ethical framework grounded in Christian principles.

EDUCATIONAL PHILOSOPHY

The BUPAP faculty understands that the field of medicine is constantly evolving. Therefore, they strive to train students to become life-long learners adept at critical thinking. The role of the teacher is to guide and objectively evaluate students, select and present important material and model professional behavior. The teacher will likewise be a life-long learner who will be objectively evaluated on a regular basis by students and peers.

ACCREDITATION STATUS

The ARC-PA has granted Continued Accreditation to the Physician Assistant Program sponsored by Bethel University. Continued accreditation is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards. Continued Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the standards. The date for the next comprehensive review of the program by the ARC-PA will be March 2014. Graduation from an accredited PA program is the only way to be eligible to sit for the National Certifying Exam (PANCE). For more

information regarding the implications of accreditation please visit: www.arc-pa.org or contact ARC-PA at 12000 Findley Road, Suite 150, Johns Creek, GA 30097, (770) 476-1224.

PANCE

PANCE pass rate: The most recent graduating cohort, class of 2013 has completed their PANCE exam. We are pleased to announce that we have achieved a 94% first time PANCE pass rate (32 out of 34 students). The inaugural class of 2011 graduated with a first time pass rate of 94%, followed by a 100% pass rate for the class of 2012. The Bethel University PA Program has a 94% five-year first-time pass rate compared to the national average of 93%.

APPLICATION & ADMISSION

Admission to the College of Health Sciences (CHS) is required of all students enrolling in any CHS course for any reason. The requirements for admission to the Bethel University Physician Assistant Program are:

1. The completed application for admission to the College of Health Sciences specific health science program (applications are program specific and each program may require program as well as additional applications- see program specific information).
2. The \$50 application fee.
3. An official copy of the baccalaureate degree transcript sent to the College of Health Sciences. Please refer to the section on each graduate program in this catalog for additional information on admission to each program.
4. Meeting program specific requirements.
5. A student must be admitted to a CHS program and have a zero balance prior to attending classes.

Application Procedure

You must complete a CASPA application along with a supplemental application to the PA program. CASPA application forms may be requested from www.caspaonline.org (Central Application Service for Physician Assistants) or by calling CASPA at (617) 612-2080. The supplemental application form is available online at http://www.bethelu.edu/admission/graduate_admission/mspas/. Selected applicants will be interviewed by the admission com-

mittee. Following the interview, candidates are evaluated by the admission committee to assess their acceptability to the program. Admitted candidates ordinarily have two weeks to respond to the offer of acceptance. A non-refundable fee of \$1000.00 will secure a seat in the upcoming class. This is applied to the first semester tuition.

Application Requirements

To apply you should have the following:

- Completed CASPA application.
- Completed supplemental application and fee received.
- A bachelor's degree from an accredited university.
- Official transcripts from all universities attended. Original transcripts need to go to CASPA and to our program for review.
- Three letters of recommendation: Two (2) of your letters of recommendation must be from a PA, MD, DO, or FNP. One (1) letter can be from a university professor or advisor. We do not accept letters of recommendation from family members.
- Non-native speakers of English: Achieved TOEFL IBT (internet based testing) scores of at least 87 for non-native speakers of English with the minimum section requirements of: Reading: 21, Speaking: 26, Listening: 20, and Writing: 20.
- Completion of our nine prerequisite courses.
- Completion of GRE and results received by the PA Program.
- Completion of a minimum of 40 hours shadowing with a PA-C.

Prerequisite course work consists of the following classes:

- Two Semesters – General Biology (or equivalent)
- Two Semesters – General Chemistry (or equivalent)
- Two Semesters – Human A & P
- One Semester – Microbiology or Bacteriology
- One Semester – Psychology
- One Semester – Genetics

Applicants will be allowed to CLEP a maximum of two prerequisites if needed. Please contact the Admissions Director for further information.

General Information

Students may apply before the completion of some prerequisite courses but should inform the university as to when and where the needed course(s)

will be taken. Such candidates may gain conditional acceptance.

No prerequisites older than 5 years will be accepted unless you have been employed full time in the healthcare field since completion of those prerequisites.

Bethel University PA Program does not offer advanced placement.

There is no credit for experiential learning.

No Physician Assistant credits from another institution may be transferred into the didactic or clinical years. BUPAP students must complete the entire program at Bethel University.

An applicant who possesses a degree from an accredited institution outside of the US may also be considered for admission. These students must have their transcript verified and translated by an approved organization (such as World Education Service) and should meet all other requirements.

Acceptance into the Bethel University PA Program is provisional pending:

1. Completion of all application requirements.
2. Completion of all outstanding prerequisite coursework.
3. Attended a personal interview. (By invitation only)
4. Receipt of acceptance letter and non-refundable acceptance deposit.
5. Proof of health insurance. All students are required to maintain health insurance for the duration of the program.
6. Receipt of negative drug screen and a background check indicating no prior convictions that would result in failure to obtain medical licensure.
7. Completion of physical examination and immunizations prior to matriculation.
8. No history of dismissal from another PA, medical, or nursing program for academic or disciplinary reasons.

Bethel University undergraduates will be guaranteed an interview if they meet all minimum requirements. They are not guaranteed admission into the program.

Averages of Incoming Class

The following is an overview of averages for the class that began in January, 2013. This information may be used by applicants to help assess their application. Please note that these are AVERAGES. Each application is evaluated on its own merit. Admission is based on academic achievement, high quality performance in science and/or healthcare related courses, demonstrated motivation and professional potential, and strong interpersonal skills. Admission committee decisions are final.

- Cumulative GPA – 3.26
- Healthcare Experience – 3600 hours
- Shadowing Hours – approximately 242 with at least 40 of these being with a PA
- Science Hours – 82
- Average Age – 27
- GRE Scores – 299

Recommended Courses

- Biochemistry
- Organic Chemistry
- Cell Biology
- Pharmacology
- Immunology
- Introductory Statistics or Critical Thinking

Additional Selection Factors

The following applicants have a slight advantage: Applicants having shadowed a physician assistant over 40+ hours and applicants with significant healthcare experience. Healthcare and/or shadowing experience provides students with an awareness of the intricacies of the healthcare delivery system as it exists today and provides information that enables them to realistically commit themselves to a profession of service that helps the sick and injured. (These additional selection factors assist in evaluating an applicant for admission and do not guarantee admission to the PA Program.)

Deadline

CASPA will begin accepting applications in April, 2013 and will continue to accept applications until September 1, 2013. You must have all required forms and documentation to the Bethel University Physician Assistant Program by October 1, 2013. If received after October 1, your application

may not be reviewed and you may miss being considered for the entering class. PLEASE APPLY EARLY.

Dates to Remember

- April 15 – start applying to CASPA
- September 1 – deadline to apply to CASPA
- October 1 – deadline to have all materials to the PA Program (example: original transcripts, supplemental application, etc.)
- June - November – interviews will be conducted
- January – classes begin

TUITION & FEES

Tuition and fees are determined on a yearly basis by the University's Board of Trustees. The University reserves the right to change tuition and fees at any time without prior notice.

Tuition

Tuition is based on full-time studies and covers the 27 month program.

Tuition is \$72,695 or \$10,385 per semester. (Note: the program consists of 7 semesters.)

*For students who matriculated in 2013 or before, tuition is \$69,650 or \$9,950 per term

Fees and Expenses

- Application fee \$50
- Enrollment deposit \$1000
- Graduation fee \$70
- Lab coats, books, scrubs, computer screen protectors, etc. \$5,300
- It is mandatory that all students have health insurance while enrolled in the PA program. This health insurance must be maintained throughout the entirety of the program. Students wishing to purchase student health insurance will be able to do so through a sales representative during orientation week at an additional cost. Proof of insurance is required prior to enrollment, and must be maintained through the entirety of the program. Students must be able to provide proof of insurance during enrollment and throughout the 27 month program.
- Additional expenses incurred during enrollment in BUPAP's 27-month

program are the student's responsibility. This may include but is not limited to traveling to assigned clinical sites, lodging, meals, etc. At this time, BUPAP does not provide housing for students during clinical rotations. There may be reduced cost housing available at some, but not all sites. Rotations will typically be scheduled anywhere within 150 miles of Bethel University and the student is expected to incur the expense of travel to and from the rotation site, lunch and/or housing. Please plan for these additional expenses ahead of time.

ACADEMIC STANDARDS

Note: For program specific Academic Standards please refer to your student handbook.

Program of Study

Study is designed to deliver the essential academic and clinical education necessary to prepare students for their professional roles and to satisfy the eligibility requirements to sit for the PA certification examination (PANCE). Study is divided into three didactic semesters over a 12 month period and four clinical semesters over a 15 month period. All students are required to follow the course schedule as outlined in their handbook moving in sequence with their cohort.

Didactic Year

Spring:

Physical Diagnosis I, Clinical Medicine I, Pharmacology I, Anatomy & Physiology / Pathophysiology I, Anatomy & Physiology / Pathophysiology I Lab, Clinical Skills I, Medical Terminology, The PA Profession, Lab Diagnostics I, Genetics

Summer:

Physical Diagnosis II, Clinical Medicine II, Pharmacology II, Anatomy & Physiology / Pathophysiology II, Anatomy & Physiology / Pathophysiology II Lab, Clinical Skills II, EKG, Lab Diagnostics II, Behavioral Medicine, Geriatrics

Fall:

Physical Diagnosis III, Clinical Medicine III, Pharmacology III, Anatomy & Physiology / Pathophysiology III, Anatomy & Physiology / Pathophysiology III Lab, Clinical Skills III, Radiology, Lab Diagnostics III, Critical Thinking, Pediatrics

Clinical Year

Mandatory Rotational Requirements:

1. Family Medicine I
2. Family Medicine II
3. Internal Medicine
4. Emergency Medicine
5. General Surgery
6. Family Medicine/Women's Health
7. Family Medicine/Pediatric Medicine
8. Mental/Behavioral Health
9. Elective Rotation I
10. Elective Rotation II
11. Elective Rotation III
12. Business of Medicine
13. Summative

Electives are available in most specialties as long as a clinical site is available and meets criteria as stated on the preceptor qualification form and as outlined in the preceptor handbook.

Students in the clinical phase of the program are not required to and may not set up their own rotations. Rotations will be assigned by the program based on the educational needs of each student. Rotations generally will be within a 150 mile radius of the program. However, they may occasionally be at a further distance on a case by case basis. For more information concerning the program, please visit: www.bethelu.edu/bethelpa.

RN-BSN PROGRAM

BACHELOR OF SCIENCE

Receive 38 credits for Associate Degree Nursing Courses:

General Education Prerequisites:

- COE 101 – College Orientation Experience 2 hr
- ENG 101 – Expository Writing 3 hr
- ENG 111 – Writing About Literature 3 hr
- PSY 111 – Introduction to Psychology I 3 hr
- BIO 309 – Human Anatomy & Physiology I 3 hr + 1 lab
- BIO 310 – Human Anatomy & Physiology II 3 hr + 1 lab
- MTH 111 – College Algebra 3 hr
- BIO 311 – Introduction to Microbiology 3 hr + 1 lab
- MTH 202 – Introduction to Statistics 3 hr
- CHE 121 – Principles of Chemistry 3 hr
- CHE 122 – Principles of Chemistry 3 hr
- PSY 211 – Human Growth & Development 3 hr
- SOC 111 – Principles of Sociology 3 hr
- HEA 211 – Nutrition 3 hr
- REL 111 – Understanding the Old Testament 3 hr
- REL 112 – Understanding the New Testament 3 hr
- Fine Arts Elective 3 hr

RN-BSN Nursing Courses

- NUR 302R – Transition to Baccalaureate Nursing Practice 4 hr
- NUR 306R – Introduction to Research for Evidence-Based Practice 3 hr
- NUR 307R – Pharmacological/Pathophysiological

Basis for Complex Illness Nursing Care I	3 hr
- NUR 310R – Health Assessment of Adults	3 hr + 1 lab
- NUR 402R – Pharmacological/Pathophysiological Basis for Complex Illness Nursing Care II	3 hr
- NUR 406R – Baccalaureate Nursing Practice in the Community	2 hr + 2 lab
- NUR 413R – Pharmacological/Pathophysiological Basis for Complex Illness Nursing Care III	3 hr
- NUR 417R – Leadership and Management in Baccalaureate Nursing Practice	2 hr + 2 lab
- NUR 421R – Clinical Reasoning Practicum/Capstone for Baccalaureate Nursing Practice	1 hr + 3 lab

Total Program Hours: 112 Classroom

11 Lab

COLLEGE OF HEALTH SCIENCES

ADMINISTRATION & FACULTY

ADMINISTRATION

Bethel University Interim President
Walter Butler

Academic Dean and Interim Vice President - College of Health Sciences
Joseph Hames, M.D.

Director, Athletic Training Program
Dr. Myra Stockdale, LAT/ATC

Director, Department of Nursing
Mary Bess Griffith, MSN, RN, CS, FNP

Director, Physician Assistant Program
Gwen Ferdinand-Jacob, MPAS, PA-C

Medical Director, Physician Assistant Program
J.R. Allison, M.D.

ATHLETIC TRAINING PROGRAM FACULTY

Myra Stockdale, ATC (2012)

Program Director, Athletic Training Program
A.B., Hope College, M.S.; Indiana State University
D.H.Sc., Nova Southeastern University

Julie Miller, ATC (2009)

Clinical Education Coordinator, Athletic Training Program
B.S., M.A. Ed. Cumberland University

Mark Weaver MAEd, ATC, LAT (2013)

Adjunct Professor, Athletic Training Program
BS, University of Tennessee at Martin
MAEd, Bethel University

Sarah Ziegler, ATC (2012)

Clinical Preceptor Educator, Athletic Training Program
B.S., Union University, M.Ed. Auburn University

DEPARTMENT OF NURSING FACULTY

Mary Bess Griffith, (2008)

Director of Nursing and Associate Professor of Nursing

B.S.N., M.S. N., The University of Tennessee Center for the Health Sciences

Edna Billingsley, (2007)

Assistant Professor of Nursing

B.S.N., The University of Tennessee Center for the Health Sciences

M.S.N., Vanderbilt University

Tammy Carter, (2005)

Assistant Professor of Nursing

A.A., The University of Tennessee at Martin

B.S. University of the State of New York

M.S.N., Murray State University

Dayna Edwards, (2009)

Instructor of Nursing

A.S., Young Harris College

B.S.N., Medical College of Georgia

M.A., Tennessee Technological University

Ashley Johnson, (2012)

Instructor of Nursing

B.S.N., The University of Tennessee at Martin

Holly Kimbrell, (2012)

Instructor of Nursing

B.S.N., University of Alabama Birmingham

M.S.N., University of Alabama Huntsville

D.N.P.(c), University of Alabama Huntsville

Delecia Parker, (2011)

Instructor of Nursing

A.A., A.S., Pensacola State College

B.S.N., M.S.N., Florida State University

Debra Sullivan (2012)

Assistant Professor of Nursing

A.D.N., Houston Baptist University

B.S.N., University of Texas Medical Branch

M.S.N., University of Texas Tyler

Ph.D., University of Nevada, Las Vegas

Deborah Weatherspoon (2012)

Assistant Professor of Nursing
A.D.N., Memphis State University
B.S.N., Excelsior College, New York
C.R.N.A., Middle Tennessee State University
M.S.N., Middle Tennessee State University
Ph.D.(c), University of Tennessee

Jenny Webb, (2010)

Instructor of Nursing,
B.S.N., University of Tennessee at Martin
M.S.N., Union University

PHYSICIAN ASSISTANT PROGRAM FACULTY

Dr. Joseph R. Hames (1999)

Associate Professor and Dean of the College of Health Sciences
B.S., Furman University;
M.D., University of South Carolina

Dr. Joyce Addo (2012)

Assistant Professor
Sc.D, John's Hopkins University
M.S.P.A.S., Bethel University
M.S, University of Minnesota School of Dentistry
B.D.S, University Of Ghana/University of Manchester

Dr. J.R. Allison (2011)

Assistant Professor
M.D. University of Tennessee-Memphis
B.S., Memphis State University

Patrick Cafferty (2008)

Clinical Director
Associate Professor
M.P.A.S., University of Nebraska
B.S., University of Maryland

Kate Cummings, PA-C (2013)

Assistant Professor
M.S.P.A.S, Bethel University
B.S., Bethel College

Gwen Ferdinand-Jacob, PA-C (2008)

Program Director
Assistant Professor
M.P.A.S., University of Nebraska
B.S., University of Oklahoma

Nathan Kersey, PA-C (2012)

Assistant Professor
M.P.A.S., University of Nebraska
B.S., Medical College of Georgia

Bret Reeves, PA-C (2012)

Academic Director
Assistant Professor
M.P.A.S., University of Nebraska
B.S.PAS., University of Nebraska

Dr. Khrystal Robinson (2013)

Assistant Professor
M.D, American University of Antigua
B.S, Tennessee State University

Kerri Smith, PA-C (2011)

Assistant Professor
M.S.P.A.S., Bethel College
B.S., University of Southern Mississippi

Jeff Wilbert, PA-C (2013)

Assistant Professor
M.S.P.A.S, Bethel College
B.S., Bethel College

Danna Smith, PA-C (2013)

Assistant Professor
M.S.P.A.S, Bethel University
B.S., Louisiana State University

Physician Assistant Program Adjunct Faculty

Anita Baker-Ross, NP

Paul Brinkman, PA-C

Cindy Laux, PA-C

David Roberts, PA-C

Charles Walker, MD

Jill Whitfill, MS

COLLEGE OF ARTS & SCIENCES

UNDERGRADUATE

COURSE DESCRIPTIONS

**Note: The following courses are taught by the College of Arts and Sciences, but are part of the College of Health Sciences program curriculums.*

ART 111 Introduction to Drawing (3 hours)

Hands-on experience in media and techniques for the beginning art student. Equal emphasis on basic drawing and figure drawing. Opportunities given for development of perception, drawing skills, and the application of the elements and principles of design.

ART 202 Arts and Crafts (3 hours)

Fundamental craft techniques; nature and function of metals, fibers, and ceramics. Emphasizes the functional and aesthetic qualities of good design applied to educational, social, and recreational craft activities. Offered in the summer session only.

ART 206 Introduction to Computer Art (3 hours)

Introductory course in the application of computer software to the arts. The student will have hands-on experience in free-hand drawing, digitizing, graphics and animation.

ART 211 Lettering and Display (3 hours)

History and application of lettering; new techniques in lettering and display presented.

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.

ART 213 History of the Visual Arts I (3 hours)

An introduction to the aesthetic principles of visual arts as exemplified in selected masterpieces from the ancient world to the 15th century.

ART 214 History of the Visual Arts II (3 hours)

An introduction to the aesthetic principles of visual arts as exemplified in selected masterpieces from the 16th century to the present period.

ART 309 Ceramics I (3 hours)

Methods of structuring clay objects including hand-build and wheel-throwing techniques, glazing and firing methods.

ART 360 Non-Western Art History (3 hours)

The development of the visual arts in non-western cultures from Paleolithic to modern times.

ART 401 Art for Life: Elements and Activities (3 hours)

Basic fundamentals of art history, criticism, aesthetics, media, and techniques. Philosophies and objectives of art for all ages, recreational and aesthetic. Student-led class activities to demonstrate personal knowledge and leadership in a group experience.

BIO 111, 111L Introduction to Biology I (3, 1 hours)

Introduction to the science of biology with focus on biological chemistry, cell biology, genetics, and evolution. Designed for students who are majoring in Biology, Chemistry, Pre-Pharmacy, Pre-Physician Assistant Studies, or Nursing, as well as those minoring in Biology or Pre-Professional Health Sciences. Laboratory. Prerequisite: Appropriate program of study or permission of the instructor. No student may be enrolled in BIO 111 while enrolled in any course below the 100 level.

BIO 309, 309L Human Anatomy and Physiology I (3, 1 hours)

Designed for pre-nursing and other programs in allied health fields. Topics include cell structure and biochemistry, histology, and anatomy and physiology of skeletal, muscular, sensory, and nervous systems. Laboratory. Prerequisite: BIO 111 with a grade of "C" or higher.

BIO 310, 310L Human Anatomy and Physiology II (3, 1 hours)

Continuation of BIO 309. Topics include the anatomy and physiology of circulatory, respiratory, endocrine, digestive, excretory, and reproductive systems. Aspects of metabolism, body fluids, electrolytes, and acid-base balance are covered. Laboratory. Prerequisite: BIO 309.

BIO 311, 311L Introduction to Microbiology (3, 1 hours)

Bacteria, protozoa, fungi, and viruses studied from the point of view of health sciences. Laboratory. Prerequisite: BIO 111 with a grade of "C" or higher.

BIO 316 Medical Terminology (3 hours)

Using learner-oriented, self-study, and programmed text, students gain skill in recognizing roots, definitions, pronunciation, spelling, and classification by body and organ system used in medical terminology.

CHE 111, 111L General Chemistry I (3, 1 hours)

Fundamental principles underlying various fields of chemistry including formulas and equations, atomic and molecular structure, solutions, equilibrium, thermochemistry, kinetics, acids and bases, oxidation-reduction, and electrochemistry. Laboratory. Prerequisite: one year of high school chemistry with a minimum ACT composite score of 21 or a minimum ACT composite score of 25 for students with no previous introduction to chemistry. Permission of the instructor may be granted in exceptional circumstances. Co-requisite: MTH 111 or exemption from MTH 111.

CHE 112, 112L General Chemistry II (3, 1 hours)

Continuation of CHE 111. Laboratory. Prerequisite: CHE 111.

CHE 121, 121L Principles of Chemistry I (3, 1 hours)

Fundamental laws of chemistry including topics such as atomic and molecular structure, stoichiometry, chemical bonding, reaction equilibria, acids and bases, kinetics and nuclear chemistry. Prerequisite or Co-requisite: MTH 111 or above. CHE 121 does not fulfill prerequisite requirements for any upper division chemistry courses.

CHE 122, 122L Principles of Chemistry II (3, 1 hours)

Basics of organic and biological chemistry including topics such as the study of functional groups, amino acids, lipids, carbohydrates, nucleic acids, enzymes and biochemical pathways. Experimental techniques in organic and biochemistry comprise the lab component. Prerequisite: CHE 111 or 121. CHE 122 does not fulfill prerequisite requirements for any upper division chemistry courses.

COE 100 College Orientation Experience (2 hours)

Opportunity for first-year liberal arts students to learn about themselves and adjust to college life. This course 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. Pass/Fail Grade.

COE 101 / 1010 College Orientation Experience (3 hours)

Opportunity for first-year students to learn about themselves and adjust to college life. This course 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.

COE-CHS 102 College Orientation Experience (2 hours)

Opportunity for first-year liberal arts students to learn about themselves and adjust to college life. This course 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. Pass/Fail Grade.

COE 401 Career Opportunity Experience (1 hour)

Opportunity to participate in actual interview processes for job/graduate school placement assistance and career contacts. Participation in seminars, workshops, and job fairs. Students who earn a grade of C or higher in BUS/ENG 330 or PSY 322 are exempt from COE 401. Students who major in Nursing or who minor in Professional Education are not required to complete this course. Prerequisite: Junior or Senior classification.

COE 401 / 4010 Career Opportunity Experience (3 hours)

This course requires participation in actual interview processes for job/graduate school placement assistance and career contacts, participation in seminars, workshops and job fairs.

ENG 101 / 1010 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 sub score of 18 in English or permission of the instructor.

ENG 111 / 1110 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.

ENG 201 Western Literature and the Arts I (3 hours)

Team-taught introduction to the elements of literature, painting, and music through lectures and workshops, followed by a survey of these arts in the Classical and Medieval periods of Western history, with attention to the philosophical climate of each period. Prerequisite: ENG 111.

ENG 202 Western Literature and the Arts II (3 hours)

Team-taught historic survey of arts of the Renaissance, Baroque, Neoclassic, Romantic, Realistic, and Modern periods, including literature, painting, sculpture, music, and film, presented as interrelated manifestations of human creativity. Prerequisite: ENG 111.

HEA 201 Personal Health (3 hours)

Modern knowledge and developments in personal health which reflect fundamental biological facts and the psychological aspects of human behavior as they affect the health conduct of the individual. Emphasis is placed on one's self-responsibility for wellness in regard to areas such as stress, disease, sexuality, alcohol, and drugs.

HEA 211 Nutrition (3 hours)

Basic foundation concerning the combination of processes involved in food intake and utilization in relation to functional maintenance, growth, and renewal of body functions and exercise.

HEA 330 Prevention and Care of Athletic Injuries (3 hours)

Development of a basic understanding of the prevention, immediate care, treatment, and rehabilitation of athletic injuries. Taping lab included. Prerequisite: HEA 312 or BIO 309.

HIS 205 Africa and the Americas (3 hours)

This course investigates Africa pre-contact, the development of slavery in the Caribbean, United States, South America, and Central America as well as its lasting impact into the 20th century on both Africa and the places where enslaved Africans were transplanted.

HIS 210 The United States Experience (3 hours)

This course is a comprehensive examination of American history from colonial settlements through the present day. Within this broad spectrum, students will learn the historical context for the Revolution and Constitution, the rise of market and middle-class culture, the background of the Civil War, the industrial era, war and depression in the 20th century, the Cold War, and American social and cultural changes from the 1950's to the 1970's.

HIS 215 Europe and the World (3 hours)

This course offers a survey of important themes and events in European and world history since the eighteenth century including: the modernization of Europe, the growth of European hegemony, patterns of uneven modernization in the non-Western world, the causes and impact of the First and Second World Wars, the Cold War in both Europe and the non-Western world, problems and developments in contemporary Europe, problems and developments in the contemporary non-Western world.

MTH 105 Basic College Algebra (3 hours)

A course to prepare students for MTH 111 or MTH 112. Real numbers, polynomials, rational expressions, exponents and radicals, linear equations and in equations, absolute values, complex numbers, rational equations, solution of quadratic equations by factoring and the quadratic formula, and linear functions, systems of linear equations, simple graphing techniques. Hours completed may be used only as elective credits toward graduation. A grade of C or better is required before proceeding to MTH 111 or MTH 112. Prerequisite: ACT mathematics score of at least 16 or MTH 021 with a grade of C or better or permission of instructor.

MTH 111 College Algebra (3 hours)

The function concept, factoring, rational equations, inequalities and equations, mathematical induction, the binomial theorem, sequences, exponential and logarithmic functions, complex numbers, and theory of equations. Prerequisite: A score of 20 or more on the ACT in Mathematics or MTH 105 with a grade of C or better, or exemption.

MTH 112 Finite Mathematics (3 hours)

Quantitative methods used in business management, topics in algebra including exponential and logarithmic functions, elementary mathematics of finance, systems of linear equations, matrices, linear programming. Will not count toward a Math major or minor. Prerequisite: : A score of 20 or more on the ACT in Mathematics, MTH 105 with a grade of C or better, or exemption.

MTH 202 Introduction to Statistics (3 hours)

Frequency distributions, probability, elementary statistical techniques, analysis and interpretation of data. May not be taken for major or minor mathematics credit. Prerequisite: MTH 111 or MTH 112 with a grade of C or better, or exemption.

MUP 106-406 Guitar Ensemble (1 hour)

Small guitar groups organized for instruction in playing music for more than one guitar as well as for playing guitar duets and trios. Meets twice weekly.

MUP 108-408 Applied Brass (1-2 hours)

Private lessons: One-half hour lesson for 1 hour credit; 1 hour less for 2 hours credit. May be repeated for credit.

MUP 111-411 Bethel University Singers (1 hour)

Touring vocal ensemble with admittance by audition and permission of instructor. May be repeated for credit. Class standing at enrollment determines level.

MUP 112A-412A Marching Band (1 hour)

Admission by Audition. Weekly rehearsals culminate in public performances of selections from Marching Band repertoire. May be repeated for credit.

MUP 113A-413A Symphonic Band (1 hour)

Admission by Audition. Weekly rehearsals culminate in public performances of selections from Wind Band repertoire in a concert setting. May be repeated for credit.

MUP 113-413 Music Theatre Chorus (1 hour)

Choral ensemble for musicals and operettas. Open to all students and the community. May be repeated for credit. Class standing at enrollment determines level.

MUP 118-418 Applied Woodwinds (1-2 hours)

Private lessons: One-half hour lesson for 1 hour credit; 1 hour less for 2 hours credit. May be repeated for credit.

MUP 119-419 Chamber Ensemble (1 hour)

Performance of literature for various combinations of voices and/or instruments composed specifically for smaller groups. Meets twice weekly.

MUP 123-423 Hand bell Choir (1 hour)

Admission by audition. The choir will ring literature for 3-5 octaves of English hand bells, learning and using various ringing and damping techniques as well as special effects. The Hand bell Choir will perform in churches, schools, and at least once per semester on campus. Rehearsals are held three times weekly.

MUP 124-424 Applied Percussion (1-2 hours)

Private lessons: One-half hour lesson for 1 hour credit; 1 hour less for 2 hours credit. May be repeated for credit.

MUP 133-433 Applied Strings (1-2 hours)

Private lessons: One-half hour lesson for 1 hour credit; 1 hour lesson for 2 hours credit. May be repeated for credit.

MUP 139-439 Wind Ensemble (1 hour)

Admission by audition. Weekly rehearsals culminate in public performances of selections from Wind Band repertoire in a concert setting. May be repeated for credit. Prerequisite: Successful audition and/or interview with instructor.

MUS 101 Music Fundamentals (3 hours)

Basic introduction to the elements of music. Includes the staff, clefs, rhythms, key signatures, scales, and chords. Introduction to sight-singing, ear training, and keyboard skills. Designed for non-music majors and for music majors or minors with little or no background in music.

MUS 102 Singers' Diction (3 hours)

An introduction to International Phonetic Alphabet symbols as they apply to pronunciation for singing. An introduction to pronunciation and application rules for singing in Italian, French, German, and Church Latin.

MUS 151 Class Piano I (1 hour)

Piano skills for beginners taught in a group setting.

MUS 161 Class Voice (1 hour)

Basic principles of vocal technique, diction, preparation of vocal literature and public performance; taught in a group setting.

MUS 171 Class Guitar (1 hour)

Guitar skills for beginners taught in a group setting.

MUS 201 Music Appreciation (3 hours)

Listening skills, descriptive musical vocabulary, and selected works of the cultural tradition of the Western World.

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 230 Foundations in Church Music (3 hours)

An introduction to Biblical, theological, and philosophical foundations for music ministry, including studies in historical and contemporary Christian worship and such practical aspects as time management, staff relations, budgeting, and training of volunteer leaders in the church music program. Field observation (30 hours) in a local church music program will be required.

MUS 238 Survey of the Music Industry (3 hours)

The 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.

MUS 240 Introduction to Recording Technologies I (3 hours)

An introduction to the basic principles of sound and how audio can be captured and manipulated utilizing current recording technology. Theory will be discussed, as it pertains to the understanding of what makes a good recording. Concepts include signal flow, microphone selection and placement, signal processing, and mixing. The student will be able to render a multi-track recording employing all the above concepts to demonstrate a solid knowledge of basic recording fundamentals.

MUS 243 Concert Stage and Lighting Design (3 hours)

Basic stage lighting design, moving from design concept to implementation. Understanding and using current stage and lighting technology used in the music industry.

MUS 320 Hymnology (3 hours)

Analysis and appreciation of the great hymns of the church. A study of their sources, development, and use in services today.

MUS 330 Music Publishing (3 hours)

This course provides a focused overview of the music publishing industry including: the history of music publishing, functions of music publishing, music publishing and sub publishing agreements, and how these components operate within the industry thorough various venues such as recorded music, print music, television, motion pictures, Broadway musical, internet, and new media outlets.

MUS 331 Popular Music History (3 hours)

Historical analysis of music industry trends and developments since 1890.

MUS 332 Touring and Merchandising (3 hours)

This course explores the development, organization, and execution of tours, shows, and live events. Students will identify the roles and responsibilities involved for a successful outcome of an event including the design and merchandising of tour-related merchandise. Students will observe various careers within touring and merchandising.

MUS 335 Leadership and Music Management (3 hours)

This course considers multiple facets of leadership. Students will explore the theories, characteristics, and styles of leadership. Additionally, students will examine the functions of management including developing, planning, implementing, and controlling using various decision-making skills. Students will employ critical thought and assessment of their leadership and management skills and characteristics. Students will create an action plan for personal development.

MUS 407 Music Skills and Activities for Life (3 hours)

Basic fundamentals of music: note reading, listening, singing, keyboard, instruments, movement, and conducting. Age-appropriate development of musical concepts and musicianship. Recreational and aesthetic aspects of music. Student-led class activities to demonstrate personal skills and leadership of group experiences in music.

MUS 409 Church Music Education (3 hours)

Methods and materials for teaching music in grades K-6. Includes demonstration and observation of teaching at this level. Designed primarily for the non-music major; this course involves study of a well-balanced program of singing, listening, rhythmic, creative, and instrumental activities.

MUS 425 Practice of Church Music (3 hours)

Organizing and leading the comprehensive church music ministry. Topics include pre-school/children's choir organization and leadership, instrumental music ministry, scheduling and promotion, and integrating the music ministry with other Christian educational programs in the church.

PED 100 Martial Arts I (1 hour)

This course emphasizes the beginning physical and mental skills utilized in the martial arts. Uniform fee.

PED 101 Martial Arts II (1 hour)

A continuation of PED 100. This course provides intermediate and advanced martial arts development. Prerequisite: PED 100 or equivalent skill.

PED 105 Aqua Aerobics (1 hour)

Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 106 Weight Training and Management (1 hour)

Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 108 Fitness for Health (1 hour)

Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 109 Social Dance (1 hour)

Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 110 Aerobic Dance (1 hour)

Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 112 Beginning Tennis (1 hour)

Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 113 Basketball (1 hour)

Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 114 Volleyball (1 hour)

Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 115 Softball (1 hour)

Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 116 Golf (1 hour)

Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 117 Aerobics (Walking/Running) (1 hour)

Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 120 Intermediate Tennis (1 hour)

Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week. Prerequisite: PED 112 or equivalent skill.

PED 121 Advanced Tennis (1 hour)

Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 122 Beginning Swimming (1 hour)

Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 123 Intermediate Swimming (1 hour)

Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week. Prerequisite: PED 122 or equivalent skill.

PED 124 Advanced Swimming (1 hour)

Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week. Prerequisite: PED 123 or equivalent skill.

PED 128 Soccer (1 hour)

Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 129 Body Sculpture (1 hour)

Opportunity for organized physical activity during college. Acquisition of knowledge and skills for lifelong physical activity; appreciation of knowledge and skills for lifelong physical activity; appreciation of the physical, social, and emotional benefits of sport, recreation, and exercise. Rules, basic skills, active participation, and regular attendance are stressed. Meets two hours per week.

PED 321 Kinesiology (3 hours)

Science of human motion with emphasis on analysis of motor skills. Preventative and rehabilitative exercise methods, application of physical laws, classes of levers, origins and insertions of muscles, and principles underlying movement in range of flexibility, strength, and endurance. Prerequisite: BIO 200 and PED 320.

PED 322 Physiology of Exercise (3 hours)

Functions of the systems of the human body related to muscular activity. Emphasis on cardio respiratory function, physical fitness testing, nutrition for athletes, effects of anabolic steroids and other substances, and activity in extremes of temperature and altitude. Prerequisite: BIO 200 and PED 320.

PED 416 Sports Law (3 hours)

Sports, the law, and due process. Negligence, defenses, liability, and tort. Includes sports litigation, warnings, waivers, sports violence, athletes' rights, contractual agreements and disputes, agents and arbitration, drug testing in sports, product and facility design and liability, legal responsibilities in activity and fitness centers, high risk activities and other trends and issues.

PSY 111 Introduction to Psychology I (3 hours)

Introduction to the scientific study of human behavior with attention to learning, thinking, emotional life, and individual differences.

PSY 211 Human Growth and Development (3 hours)

Focus on child, adolescent, and adult growth and development across a lifespan. Typical language, social, emotional, cognitive, and physical development will be emphasized. Common problems in these areas will be discussed. Prerequisite: PSY 111 (waived for education minors, but additional readings required).

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.

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.

SAT 116 Introduction to Theatre (3 hours)

Study of dramatic literature, history, and performance with emphasis on 115

contemporary theatre and the collaborative process. This course is designed for those students interested in pursuing theatre as a major or minor.

SAT 201 Acting (3 hours)

Basic body and voice training through improvisation, visual imagery and vocabulary, monologues, and scene study. Basic introduction of theatrical technology and acting techniques.

SAT 203 Stage Technology (3 hours)

Introduction to the basic elements of technical theatre: terminology of the stage, scenery and prop construction, and lighting technology. Predominantly a hands-on course, it provides a practical and authentic theatrical production experience. Each student will be required to sign up for shop hours toward work on productions.

SAT 211 Costume and Make-Up Design (3 hours)

Study of elements and processes used in costume design and in make-up design for theatrical productions. Students develop knowledge, vocabulary, and skills necessary to create costume and make-up designs appropriate to particular theatrical literature and to design concepts articulated by a director.

SOC 111 Principles of Sociology (3 hours)

Analysis of the basic sociological perspectives, principles, and methods used in the systematic study of social behavior. Emphasis on social institutions, social class structure, culture, socialization, personality development, crime and deviance, and social control as each interrelates in traditional and industrial societies. Additional topics include the social institutions of family, religion, education, health care, criminal justice, governance, and economics.

COLLEGE OF HEALTH SCIENCES

UNDERGRADUATE

COURSE DESCRIPTIONS

**Note: All clinical courses in the Athletic Training major require formal admission into the professional phase of the Athletic Training Program and will therefore be open only to Athletic Training Program students.*

ATR 100 Athletic Taping and Bracing (3 hours)

This course consists of lecture and lab-based instruction to introduce students to the various products and equipment used in the development and construction of pads and braces for injury prevention during sport and physical activity, and teaches students how to properly apply basic taping, wrapping, bracing, and padding techniques that are common practice in athletic training and sports medicine.

ATR 200 Foundations of Athletic Training (3 hours)

This course introduces the student to clinical athletic training education and the foundational behaviors of professional practice in athletic training. Current topics in athletic training that will be taught in this course include, but are not limited to, prevention and health promotion, clinical examination and diagnosis, therapeutic interventions, health care administration, psychological aspects of sports injury and rehabilitation, and evidence-based practice.

ATR 245 Clinical I (2 hours)

Prerequisites – ATR 100, ATR 200, BIO 316, HEA 330, HSC 230. In this course, students will refine basic athletic training skills, including developing clinical skills; athletic training clinic operations (e.g., policies and procedures, record keeping, basic health care nomenclature); emergency and acute care of injuries and illnesses; and athletic taping, wrapping, bracing and padding competencies previously taught in didactic coursework.

ATR 250 Therapeutic Modalities (3 hours)

Prerequisites – HEA 330 or permission of instructor. This course introduces the student to the various thermal, mechanical, and electrical modalities that are used in athletic training and physical therapy to promote healing and rehabilitation of athletic injury. The course consists of lecture and lab-based instruction on the use of therapeutic modalities in clinical practice (e.g., cryotherapy, thermotherapy, hydrotherapy, electrical stimulation, ultrasound, diathermy, traction, therapeutic massage, and compression therapy).

ATR 260 Principles of Rehabilitation (3 hours)

Prerequisites – HEA 330 or permission of instructor. This course introduces the student to the foundational knowledge and clinical skills of therapeutic interventions used in the rehabilitation process for treating the physically active population. The course consists of lecture and lab-based instruction to facilitate students' understanding of the purpose and goals of various therapeutic exercises, equipment, and other rehabilitation techniques used in an effective rehabilitation program for restoring and developing range of motion, strength, balance, agility, cardiorespiratory fitness, muscular endurance, and activity-specific skills following injuries or illnesses affecting the musculoskeletal, cardiovascular, and neurological systems.

ATR 330 General Medicine and Pharmacology in Athletic Training (4 hours)

Prerequisites - BIO 309, BIO 310, BIO 316. In this course, the student will gain cognitive and psychomotor skills needed for recognition, referral, and appropriate treatment of general medical conditions and disabilities of individuals involved in sport and physical activity. The student will also learn the appropriate pharmacological interventions used to treat athletic injuries and illnesses.

ATR 340 Clinical II (2 hours)

Prerequisites – ATR 250. In this course, students will refine basic athletic training skills, including foundational behaviors of professional practice; risk management; and therapeutic modalities competencies previously taught in didactic coursework.

ATR 345 Clinical III (2 hours)

Prerequisites – ATR 260, ATR 330, BIO 309, BIO 310, HEA 201, HEA 211. In this course, students will refine intermediate and advanced athletic training skills, including the body's response to injury and illness; general assessment and evaluation; general medical conditions, disorders, and diseases; and basic nutrition, pharmacology, and wellness competencies previously taught in didactic coursework.

ATR 361 Assessment and Intervention I (4 hours)

Prerequisites - ATR 200, ATR 250, ATR 260, BIO 309, BIO 310. This course consists of lecture and lab-based instruction and introduces the student to the general assessment and evaluation of orthopedic injuries, which includes identification, physical evaluation, treatment, and referral guidelines. The student will learn the specific injury assessment and diagnosis for athletic injuries pertaining to the foot, ankle, lower leg, knee, thigh, hip and pelvis, thoracic and lumbar spine. This course will also broaden the student's knowledge and clinical skills learned in ATR 260, through the application of therapeutic intervention and rehabilitation for injuries sustained to the lower body.

ATR 362 Assessment and Intervention II (4 hours)

Prerequisite - ATR 361. This course is a continuation of ATR 361, which consists of lecture and lab-based instruction designed to enhance the student's understanding of the assessment and evaluation process. The student will learn the specific injury assessment and diagnosis for athletic injuries pertaining to the head and face, cervical spine, thorax and abdomen, shoulder complex, elbow, wrist and hand. This course will continue to broaden the student's knowledge and clinical skills learned in ATR 260 and ATR 361, through the application of therapeutic intervention and rehabilitation for injuries sustained to the upper body.

ATR 410 Organization and Administration in Athletic Training (3 hours)

Co-requisite - PED 416. This course explores administrative theories and strategies necessary to serve in different positions in the various athletic training settings. Topics include, but are not limited to, leadership and management styles, policies and procedures, resource management, legal and ethical standards in professional practice, medical records and documentation.

ATR 440 Clinical IV (3 hours)

Prerequisites – ATR 260, ATR 361, ATR 362, HSC 380. In this course, students will refine intermediate and advanced athletic training skills, including specific injury assessment and diagnosis; therapeutic exercise and rehabilitation; and evidence-based practice competencies previously taught in didactic coursework. Students will continue working on a research project specific to the field of athletic training.

ATR 445 Clinical V (3 hours)

Prerequisites – ATR 410, HSC 380, PED 416. In this course, students will refine advanced athletic training skills, including integrated injury management; healthcare administration; psychosocial interactions; and professional development competencies previously taught in didactic coursework. Students will complete their ongoing research project and clinical integration proficiencies portfolio in this course.

HSC 230 Emergency Care in Sport & Physical Activity (3 hours)

This course consists of lecture and lab-based instruction to give students in health care professions a thorough knowledge of basic first aid, basic life support (e.g., rescue breathing, CPR and AED use), airway management, oxygen supplementation, recognition and management of emergency and acute athletic injuries and illnesses that occur in sport and physical activity. Upon successful completion of this course, students can potentially obtain certifications in blood borne pathogens training, basic first aid, CPR and AED for professional rescuers and healthcare providers, and administering emergency oxygen.

HSC 380 Research in Health Sciences (3 hours)

This web-based course introduces students to the principles and methods of organizing, conducting, and interpreting qualitative and quantitative research. To establish evidence-based practices, students will learn to think critically about scientific research and statistical reasoning, formulate answerable questions, search databases, and evaluate the validity of claims made in health science related presentations and publications. During the course of instruction, students will be required to complete a literature review of a research topic in health sciences. Prerequisites - MTH 202.

HSC 421 Exercise Testing and Prescription (3 hours)

This course consists of lecture and lab-based instruction where various techniques are taught and utilized to evaluate an individual's fitness level. Emphasis will be placed on exercise safety precautions for developing lifetime health and fitness habits, proper lifting techniques, and the scientific basis of recommending exercise programs. Concepts of exercise testing and prescription will follow the guidelines of the National Council of Strength & Fitness (NCSF), and upon successful completion of this course, students should be prepared to take the NCSF personal trainer certification exam. Prerequisites - HEA 211, either BIO 200 or BIO 309 & BIO 310, PED 321, PED 322.

NUR 300 Health Assessment of Adults (4 hours)

This course introduces the student to normal and abnormal findings noted during physical assessment found in persons age 13 and up. The focus of the course will be on the assessment phase of the nursing process and the development of skills needed to perform physical assessment while considering psychosocial and cultural backgrounds. The topics of interviewing, utilizing therapeutic communication, and teaching health promotion behaviors will be discussed and practiced. Prerequisite: admission to the nursing program.

NUR 302R Transition to Baccalaureate Nursing Practice (4 hours)

This course is designed as a transition to baccalaureate nursing practice for the registered nurse. The expanding roles and concepts that influence nursing practice in today's complex health care environment are the focus of this class. Nursing theories and models of practice, critical thinking/clinical reasoning, evidence-based practice, health promotion and illness prevention, health care delivery system, informatics, socialization and image, and career management will be discussed in relation to the baccalaureate role. Prerequisite: admission to the nursing program.

NUR 305 Strategies for Nursing School Success (1 hour)

Strategies for success in nursing school will be discussed. Topics to be discussed include study skills, time management skills, test-taking skills specific to nursing exams, individual learning styles and utilization of syllabus and textbook resources. Opportunities for practice of these strategies will be integrated into the discussion of each topic.

NUR 306R Introduction to Research for Evidence-Based BSN Practice (3 hours)

This course provides an overview of qualitative and quantitative research methodologies as applied to nursing practice and the role of the baccalaureate nurse as a critical research consumer. The research processes applied in each type of research, methods used to critique research studies prior to becoming a research consumer and implications for utilizing the findings for evidence-based nursing practice will be discussed. Prerequisite: admission to the nursing program.

NUR 307R Pharmacological/Pathophysiological Basis for Complex Illness Nursing Care I (3 hours)

Development of the clinical judgment skills necessary for the baccalaureate nurse to care for adults experiencing complex illness in all environments is the focus of these courses. Pathophysiology content, pharmacology content, and physiological knowledge are integrated to approach complex illness using critical thinking skills to determine appropriate nursing interventions and develop evidence-based clinical judgments. Each course is a part of a three part series that covers a variety of complex illnesses.

NUR 310R Health Assessment of Adults (3 hours, 1 hour lab)

This course will guide the student in differentiating normal and abnormal findings noted during physical assessment found in clients. The focus will be on the skills needed to perform physical assessment while considering psychosocial and cultural backgrounds. The topics of interviewing, therapeutic communication, and teaching health promotion behaviors will be discussed and practiced. Prerequisite: admission to the nursing program.

NUR 311 Foundations in Nursing (5 hours)

This course focuses on the foundations of professional nursing practice. The nursing process and evidenced-based practice will be explored and applied. Study of the factors that impact health, essential nursing interventions and the promotion of physiological functioning by the nurse will guide development of an understanding of the role of the nurse as provider of care. Beginning skills will be taught in a laboratory component of the course and implemented in the clinical component to prepare the student to function in the beginning role of provider of care. (3 hours class and 6 hours clinical per week) Prerequisite: admission to the nursing program.

NUR 317 Pharmacology in Nursing I (2 hours)

This course is the first half of a yearlong course in pharmacology in nursing. The courses together will focus on pharmacological therapy and the role of the nurse in drug management, with consideration of social, economic, and technological changes in administering medications safely. Emphasis will be placed on developing critical thinking abilities necessary to care for persons receiving medication therapy. Prerequisite: admission to the nursing program.

NUR 318 Pharmacology in Nursing II (2 hours)

This course is the second half of a yearlong course in pharmacology in nursing. The courses together will focus on pharmacological therapy and the role of the nurse in drug management, with consideration of social, economic, and technological changes in administering medications safely. Emphasis will be placed on developing critical thinking abilities necessary to care for persons receiving medication therapy. Prerequisite: NUR 317.

NUR 321 Concepts in Nursing (2 hours)

This course focuses on the values, roles, ethics and image of the professional nurse. Nursing theory, nursing models of practice, teaching/learning and the health care delivery systems will be introduced. The history of nursing, nursing education, political factors affecting nursing, global health care, and the Nursing Code of Ethics will be discussed as well as their influence on current and future practice issues. The concepts of cultural diversity, altruism, autonomy, dignity, and integrity will also be introduced. Prerequisite: admission to the nursing program.

NUR 322 Nursing Care of Clients with Psychosocial Disorders (4 hours)

This course emphasizes the process of psychosocial adaptation in persons with acute and chronic mental disorders. The course also contains a clinical component that focuses on nursing care of clients in the psychosocial setting. The importance of critical thinking and developing evidence-based practice in the psychosocial setting will be emphasized. (2 hour class and 6 hours clinical per week.) Prerequisites: NUR 300, 311, 317, 321.

NUR 323 Pathophysiology in Nursing (3 hours)

This course will explore the pathological alterations of normal physiological function and the resulting disease processes along with their clinical manifestations. Prerequisite: admission to the nursing program.

NUR 326 Nursing Care of Adults I (6 hours)

This course is the first semester of a two semester series that examines theoretical and scientific knowledge necessary to care for culturally diverse adults. The physiologic pathology of selected diseases of adults, adaptation to stressors, and the dysfunction of systems will be discussed. This course also includes a clinical component that focuses on nursing strategies utilized to promote restoration of health during illness of adults. Critical thinking and the development of evidence based practice will be emphasized. (3 hours class and 9 hours clinical per week.) Prerequisites: NUR 300, 311, 317, 321.

NUR 334 Nursing Care of Children and Adolescents (5 hours)

This course examines theoretical and scientific knowledge necessary to care for culturally diverse children and adolescents. The physiologic pathology of selected diseases of children and adolescents, adaptation to stressors, and the dysfunction of systems will be discussed. This course also includes a clinical component that focuses on nursing strategies utilized to promote restoration of health during illness of children and adolescents. Critical thinking and the development of evidence based practice will be emphasized. (3 hours class and 6 hours clinical per week.) Prerequisites: NUR 318, 322, 323, 326.

NUR 341 Research in Nursing (3 hours)

This course introduces the student to the history of nursing research, research methodologies, and techniques of utilizing research findings to establish evidence-based practice. Quantitative and qualitative research designs will be reviewed to prepare the students to become knowledgeable consumers of research and in critiquing research. Prerequisite: MTH 202. Prerequisite: admission to the nursing program.

NUR 402R Pharmacological/Pathophysiological Basis for Complex Illness Nursing Care II (3 hours)

Development of the clinical judgment skills necessary for the baccalaureate nurse to care for adults experiencing complex illness in all environments is the focus of these courses. Pathophysiology content, pharmacology content, and physiological knowledge are integrated to approach complex illness using critical thinking skills to determine appropriate nursing interventions and develop evidence-based clinical judgments. Each course is a part of a three part series that covers a variety of complex illnesses.

NUR 406R Baccalaureate Nursing Practice in the Community (2 hours, 2 hour lab)

This course prepares the student as a generalist for entry level practice in community health nursing. Students will identify methods of delivering culturally competent health care to community groups while developing basic skills in epidemiological investigation, and community health assessment and health promotion. In addition, this course includes a clinical component that offers the student the opportunity to apply concepts learned in the community health nursing course by focusing on health promotion in areas such as public health, primary care, occupational health, home health, and hospice. Students will serve in roles of health educators, coordinators, and care providers in a community health setting. Prerequisite: 300 level nursing courses.

NUR 410 Nursing Care of the Community (4 hours)

This course prepares the student as a generalist for entry level practice in community health nursing. Students will identify methods of delivering culturally competent health care to community groups while developing basic skills in epidemiological investigation, and community health assessment and health promotion. In addition, this course includes a clinical component that focuses on health promotion in areas such as public health, primary care, occupational health, correctional health, and hospice. Student will serve in roles as health educators, coordinators, and advocates in a community health setting. (2 hours class and 6 hours clinical per week.) Prerequisites: NUR 334, 341.

NUR 413R Pharmacological/Pathophysiological Basis for Complex Illness Nursing Care III (3 hours)

Development of the clinical judgment skills necessary for the baccalaureate nurse to care for adults experiencing complex illness in all environments is the focus of these courses. Pathophysiology content, pharmacology content, and physiological knowledge are integrated to approach complex illness using critical thinking skills to determine appropriate nursing interventions and develop evidence-based clinical judgments. Each course is a part of a three part series that covers a variety of complex illnesses. Prerequisite: Transition to Baccalaureate Nursing Practice & Health Assessment.

NUR 414 Nursing Care of Women and Neonates (5 hours)

This course examines theoretical and scientific knowledge required to provide nursing care to culturally diverse women and childbearing families. Women's health issues, including pathology of diseases specific to women, maternity care, and newborn care will be discussed. Health promotion, risk reduction, and disease prevention will be emphasized. The clinical component of this course focuses on nursing care of female clients. Students will gain experience in a variety of gynecologic and obstetric settings. Critical thinking and evidence-based practice will be emphasized. (3 hours class and 6 hours clinical per week.) Prerequisites: NUR 334, 341.

NUR 417R Leadership and Management in Baccalaureate Nursing Practice (2 hours, 2 hour lab)

This course examines the leadership styles utilized in baccalaureate nursing practice. Theories and skills utilized in leading and managing including prioritization and delegation, organizational structures, and legal and ethical issues will be examined. The impact of economics and regulations on leadership will be considered. Investigation of the impact of nursing leadership on interdisciplinary relationships and their effect on the outcomes of nursing care will be facilitated. The clinical component of this course focuses on baccalaureate nursing leadership and management roles in a variety of healthcare settings. Prerequisite: 300 level nursing courses.

NUR 418 Nursing Care of Adults II (6 hours)

This course is the second semester of a two semester series that examines theoretical and scientific knowledge necessary to care for culturally diverse adults. The physiologic pathology of selected diseases of adults, adaption to stressors, and the dysfunction of systems will be discussed. This course also includes a clinical component that focuses on nursing strategies utilized to promote restoration of health during illness of adults. Critical thinking and the development of evidence-based practice will be emphasized. (3 hours class and 9 hours clinical per week.) Prerequisites: NUR 334, 341.

NUR 421R Clinical Reasoning Practicum/Capstone for Baccalaureate Nursing Practice (1 hour, 3 hour lab)

The clinical reasoning practicum and capstone course will offer the student the opportunity to apply knowledge and skills obtained from the Physiological/Pathophysiological Basis for Complex Illness Nursing Care courses. A simulated clinical environment will offer clinical scenarios where the student will be expected to apply clinical reasoning skills that result in positive clinical outcomes. The capstone project concentrates on the application of strategic planning concepts to baccalaureate nursing practice. Emphasis will be placed on the development of critical thinking skills and research utilization to establish an evidenced based practice project. This course provides the student with an opportunity to integrate concepts learned throughout the RN-BSN curriculum. Prerequisite: Physiological/Pathophysiological Basis for Complex Illness Nursing Care I, II, III.

NUR 422 Nursing Care of Critically Ill Adults (4 hours)

This course is designed to introduce undergraduate nursing students to the Adult Acute Care/Critical Care practice setting across the health care continuum. Core content areas include nursing care for pathological conditions of the respiratory, cardiovascular, gastrointestinal, renal, endocrine, neurological, hematological, and immunological systems. Trauma, emergencies, and critical care practice issues such as palliative care, end of life care, and organ donation will also be discussed. The clinical component will provide the student with experiences in the critical care area. (2 hours class and 6 hours clinical per week.) Prerequisites: NUR 410, 414, 418.

NUR 424 Capstone Practicum in Nursing (6 hours)

This course provides the last semester nursing student with the opportunity to synthesize and apply nursing concepts. This course also contains a clinical practicum component based on the application of clinical decision-making in order to provide comprehensive nursing care to persons in inpatient or community settings. Students choose an area of interest and obtain clinical experience under the supervision of a preceptor. (2 hours class and 12 hours clinical per week.) Prerequisites: NUR 410, 414, 418. Students who earn a grade of "C" or higher are exempt from COE 401.

NUR 430 Leadership and Management in Nursing (4 hours)

This course examines the leadership styles utilized in nursing practice. Theories and skills in leading and managing including prioritization and delegation, organizational structures, and legal and ethical issues will be examined. The impact of economics, regulations and political influences on nursing will be explored. Investigation of the effect of interdisciplinary relationships on the outcomes of nursing care will be facilitated. The clinical component of this course focuses on nursing management roles in a variety of settings—allowing students to begin incorporation of knowledge obtained in this course into their practice. (2 hours class and 6 hours clinical per week) Students who earn a grade of “C” or higher are exempt from COE 401. Prerequisites: NUR 410, 414, 418.

NUR 450 Issues in Health Care (1 hour)

This course will focus on professional role development as well as beginning professional socialization. Current social, political, and economic issues that influence health care will be considered. Exploration of the nurse’s role within the current health care environment with regard to these evolving health care issues will be facilitated. Prerequisites: NUR 410, 414, 418.

NUR 490 Special Topics (1-3 hours)

A special course developed to afford learning experiences beyond courses in the curriculum. Topics for the course require approval of the Academic Dean.

NUR 491 Nursing Care of Older Adults (2 Credit Hours)

This course prepares the student as a generalist for entry level practice in nursing care of older adults. It will focus on nursing and aging theories, body systems’ age-related changes, assessment skills and tools, ethical, cultural, pharmacological and nutritional considerations in the elderly population. In addition, this course will address application of the nursing process and the use of critical thinking skills in caring for the aged client. Various care settings and gerontological resources will be explored.

NUR 499 Individual Study (1-3 hours)

In-depth study of a subject of interest beyond courses in the curriculum. Prerequisite: Junior standing, approval of advisor and Academic Dean.

COLLEGE OF HEALTH SCIENCES

GRADUATE

COURSE DESCRIPTIONS

PAS 701 Clinical Medicine I (8 hours)

This course covers the medical and surgical topics with associated pharmacology, anatomy & physiology, pathophysiology, laboratory medicine, and clinical skills. It incorporates problem-based learning of common diseases and problems using a body systems approach. Incorporated into the lesson plan is a case study series that allows the student to use critical analysis in the medical decision and problem solving process. Students develop the skills of determining a differential diagnosis when given a clinical presentation making a definitive diagnosis with diagnostic tests, providing appropriate treatment and follow up. Prerequisite: Admission to BUPAP.

PAS 702 Clinical Medicine II (8 hours)

This course covers the medical and surgical topics with associated pharmacology, anatomy & physiology, pathophysiology, laboratory medicine, and clinical skills. It incorporates problem-based learning of common diseases and problems using a body systems approach. Incorporated into the lesson plan is a case study series that allows the student to use critical analysis in the medical decision and problem solving process. Students develop the skills of determining a differential diagnosis when given a clinical presentation, making a definitive diagnosis with diagnostic tests, providing appropriate treatment and follow up. Prerequisite: Successful completion of PAS 701.

PAS 703 Clinical Medicine III (8 hours)

This course covers the medical and surgical topics with associated pharmacology, anatomy & physiology, pathophysiology, laboratory medicine, and clinical skills. It incorporates problem-based learning of common diseases and problems using a body systems approach. Incorporated into the lesson plan is a case study series that allows the student to use critical analysis in the medical decision and problem solving process. Students develop the skills of determining a differential diagnosis when given a clinical presentation making a definitive diagnosis with diagnostic tests, providing appropriate treatment and follow up. Prerequisite: Successful completion of PAS 702.

PAS 710 Pharmacology I (3 hours)

This course is designed as a survey of the subject of pharmacology. The course emphasizes the fundamentals of drug absorption, distribution, metabolism and elimination. The course focuses on the relationship between drugs and receptors, adverse drug reactions, toxicity, indications and contraindications of drugs. Pharmaco-therapeutics with application to clinical patient scenarios is also incorporated in this course. Prerequisite: Admission to BUPAP.

PAS 711 Pharmacology II (3 hours)

This course is designed as a comprehensive survey of the subject of pharmacology. The course emphasizes the fundamentals of drug absorption, distribution, metabolism and elimination. The course focuses on the relationship between drugs and receptors, adverse drug reactions, toxicity, indications and contraindications of drugs. Pharmaco-therapeutics with application to clinical patient scenarios is also incorporated in this course. Prerequisite: Successful completion of PAS 710.

PAS 712 Pharmacology III (3 hours)

This course is designed as a comprehensive survey of the subject of pharmacology. The course emphasizes the fundamentals of drug absorption, distribution, metabolism and elimination. The course focuses on the relationship between drugs and receptors, adverse drug reactions, toxicity, indications and contraindications of drugs. Pharmaco-therapeutics with application to clinical patient scenarios is also incorporated in this course. Prerequisite: Successful completion of PAS 711.

PAS 720 Anatomy & Physiology and Pathophysiology I (3 hours)

This course is an intensive study of human anatomy, physiology, and pathophysiology with clinical applications and medical terminology. It introduces the student to the structure and function of the human body and its organ systems. It is organized to coincide with Clinical Medicine, so as to prepare the student to understand the normal as well as to recognize the abnormal. Using this approach, the student will be able to understand, diagnose and differentiate different disease entities. Prerequisite: Admission to BUPAP.

PAS 720L Anatomy & Physiology and Pathophysiology Lab I (1 hour)

This supervised virtual dissection course is designed to develop the Physician Assistant student's working knowledge and comprehensive understanding of the general structures and functional principles of the human body, which will become the anatomic basis on which to relate "abnormal" to "normal" conditions. The student will make use of the knowledge in the competent performance of evaluative and therapeutic techniques, communicate the understanding of anatomy, and gain appreciation of the human body. Prerequisite: Admission to BUPAP.

PAS 721 Anatomy & Physiology and Pathophysiology II (3 hours)

This course is an intensive study of human anatomy, physiology, and pathophysiology with clinical applications and medical terminology. It introduces the student to the structure and function of the human body and its organ systems. It is organized to coincide with Clinical Medicine, so as to prepare the student to understand the normal as well as to recognize the abnormal. Using this approach, the student will be able to understand, diagnose and differentiate disease entities. Prerequisite: Successful completion of PAS 720.

PAS 721L Anatomy & Physiology and Pathophysiology Lab II (1 hour)

This supervised virtual dissection course is designed to develop the Physician Assistant student's working knowledge and comprehensive understanding of the general structures and functional principles of the human body, which will become the anatomic basis on which to relate "abnormal" to "normal" conditions. The student will make use of the knowledge in the competent performance of evaluative and therapeutic techniques, communicate the understanding of anatomy, and gain appreciation of the human body. Prerequisite: Successful completion of PAS 720L.

PAS 722 Anatomy & Physiology and Pathophysiology III (3 hours)

This course is an intensive study of human anatomy, physiology, and pathophysiology with clinical applications and medical terminology. It introduces the student to the structure and function of the human body and its organ systems. It is organized to coincide with Clinical Medicine, so as to prepare the student to understand the normal as well as to recognize the abnormal. Using this approach, the student will be able to understand, diagnose and differentiate different disease entities. Prerequisite: Successful completion of PAS 721.

PAS 722L Anatomy & Physiology and Pathophysiology Lab III (1 hour)

This supervised virtual dissection course is designed to develop the Physician Assistant student's working knowledge and comprehensive understanding of the general structures and functional principles of the human body, which will become the anatomic basis on which to relate "abnormal" to "normal" conditions. The student will make use of the knowledge in the competent performance of evaluative and therapeutic techniques, communicate the understanding of anatomy, and gain appreciation of the human body. Prerequisite: Successful completion of PAS 721L.

PAS 730 Physical Diagnosis I (3 hours)

Methods of examination, documentation of a complete physical examination, and oral presentation methods will be taught. This will be done using an organ system approach. At the end of this course, the student will be able to put all of the components together in a systematic and efficient fashion and in a complete and orderly form. Prerequisite: Admission to BUPAP.

PAS 731 Physical Diagnosis II (3 hours)

Methods of examination, documentation of a complete physical examination, and oral presentation methods will be taught. This will be done using an organ system approach. At the end of this course, the student will be able to put all of the components together in a systematic and efficient fashion and in a complete and orderly form. Prerequisite: Successful completion of PAS 730.

PAS 732 Physical Diagnosis III (3 hours)

Methods of examination, documentation of a complete physical examination, and oral presentation methods will be taught. This will be done using an organ system approach. At the end of this course, the student will be able to put all of the components together in a systematic and efficient fashion and in a complete and orderly form. Prerequisite: Successful completion of PAS 731.

PAS 740 Clinical Skills I (3 hours)

The course is designed to introduce skill sets that include the description, indications, contraindication, rationale, complications, essential anatomy/physiology and steps in performing clinical procedures. This knowledge is then applied in the clinical setting by performing the appropriate procedures as they correlate to routine care, identifying, or treating a particular diagnosis. The class is taught in traditional class time with scheduled practicum time and check off evaluations. The class utilizes advanced technology to demonstrate clinical procedures as performed in practice. Prerequisite: Admission into BUPAP.

PAS 741 Clinical Skills II (3 hours)

The course is designed to introduce skill sets that include the description, indications, contraindication, rationale, complications, essential anatomy/physiology and steps in performing clinical procedures. This knowledge is then applied in the clinical setting by performing the appropriate procedures as they correlate to routine care, identifying, or treating a particular diagnosis. The class is taught in traditional class time with scheduled practicum time and check off evaluations. The class utilizes advanced technology to demonstrate clinical procedures as performed in practice. Prerequisite: Successful completion of PAS 740.

PAS 742 Clinical Skills III (3 hours)

The course is designed to introduce skill sets that include the description, indications, contraindication, rationale, complications, essential anatomy/physiology and steps in performing clinical procedures. This knowledge is then applied in the clinical setting by performing the appropriate procedures as they correlate to routine care, identifying, or treating a particular diagnosis. The class is taught in traditional class time with scheduled practicum time and check off evaluations. The class utilizes advanced technology to demonstrate clinical procedures as performed in practice. Prerequisite: Successful completion of PAS 741.

PAS 750 Lab Diagnostics I (2 hours)

This course introduces the Physician Assistant student to the diagnostic testing in clinical medicine. The content is logically organized with a body system approach and covers laboratory tests, when to use and how to interpret and effectively utilize the results. Prerequisite: Admission to BUPAP.

PAS 751 Lab Diagnostics II (2 hours)

This course introduces the Physician Assistant student to the diagnostic testing in clinical medicine. The content is logically organized with a body system approach and covers laboratory tests, when to use and how to interpret and effectively utilize the results. Prerequisite: Successful completion of PAS 750.

PAS 752 Lab Diagnostics III (2 hours)

This course introduces the Physician Assistant student to the diagnostic testing in clinical medicine. The content is logically organized with a body system approach and covers laboratory tests, when to use and how to interpret and effectively utilize the results. Prerequisite: Successful completion of PAS 751.

PAS 760 Medical Terminology (1 hour)

This course introduces the Physician Assistant student to the language of medicine. The content is logically organized with a body system approach. This course will also provide a brief review of anatomic terminology. Prerequisite: Admission to BUPAP.

PAS 761 EKG (2 hours)

A course designed to educate the Physician Assistant student on the utilization and interpretation of the electrocardiogram. This course will utilize lecture, reading assignments, and laboratory experiences. Course content includes an overview of the electrophysiology of the heart, basic approach to the evaluation of an electrocardiogram, obtaining a 12-lead electrocardiogram and rhythm strip, recognition of cardiac abnormalities such as dysrhythmias, ischemia, infarction, cardiac inflammatory conditions, conduction abnormalities, and chamber enlargement. Prerequisite: Admission to BUPAP.

PAS 762 Behavioral Medicine (2 hours)

The course of behavioral medicine will present an introduction to the neurobiological, psychobiological, emotional, social and cultural influences on mental health and illness in the practice of primary care medicine. Personality, sexual, emotional and behavioral development across the life span will be addressed. Principles of violence identification and prevention will be examined. Instruction and practice in basic counseling skill will be reviewed. Instruments for the evaluation and assessment of psychiatric disorders will be presented. This class will present the formulation of Psychiatric assessment, diagnosis, and treatment. Prerequisite: Admission to BUPAP.

PAS 763 Radiology (2 hours)

A course designed to educate the Physician Assistant student on the utilization and interpretation of radiological diagnostic tests. This course will utilize lecture, reading assignments, and laboratory experiences. Course content includes an overview of radiology, its history, and interpretation of x-rays, competence in ordering the correct diagnostic test for presenting complaint, introduction to fluoroscopy, computerized tomography, magnetic resonance imaging, ultrasound, nuclear medicine, and angiography. Prerequisite: Admission to BUPAP.

PAS 770 The PA Profession (2 hours)

This course explores the history of the PA profession, the role of the PA in today's health care system and the factors affecting them. Additional topics include credentialing, licensing, policies and procedures, regulations governing scope of practice, and the development of professional organizations for physician assistants, issues of professionalism, physician/PA relationships and ethics. Prerequisite: Admission to BUPAP.

PAS 780 Genetics (2 hours)

This course is a survey of medical genetics. The goal is to equip students to understand the role of genetics in the practice of medicine. This will involve the ability to understand the medical genetics literature as well as the clinical applications of genetic knowledge in the care of individual patients. Prerequisite: Admission to BUPAP.

PAS 781 Geriatrics (2 hours)

This is a course designed to cover the physical, social, legal and ethical care of the older patient by a primary care physician assistant. Prerequisite: Admission to BUPAP.

PAS 782 Pediatrics (2 hours)

This is a course designed to introduce the PA student to pediatric medicine. The course will cover normal growth and development, the pediatric well-baby exam, immunizations and specific medical diseases and disorders as they relate to the pediatric patient. Prerequisite: Admission to BUPAP.

PAS 790 Critical Thinking (2 hours)

This course is an intensive study in thinking critically about the information and evidence needed to produce sound clinical decisions. It will prepare the student to cope with the vast amount of medical literature produced every year. This course is structured to equip the student to effectively evaluate medical literature and apply the information acquired to clinical decision making. In addition, this course will touch on the topics of health policy, healthcare reform, health informatics, and health information technology as they relate to the student's need for the critical application of information. This course is presented in an on-line, asynchronous format.

PAS 801 Family Medicine I (5 hours)

Under the guidance of a qualified preceptor, this course will allow the student to provide care for the Family Medicine patient. This course will ensure that students are exposed to common disorders and procedures that are encountered in the Family Medicine setting. The course will take place in the urgent care setting, outpatient clinic, inpatient hospital setting and/or nursing home. The rotation will provide opportunities for the student to be responsible for patients of all ages, from the initial visit through possible hospitalization and follow-up. The student will have the opportunity to obtain a medical history, perform physical exams, develop a differential diagnosis, order/interpret appropriate diagnostic studies, propose a treatment plan, perform common procedures, and provide patient education on diagnosis, prevention and health maintenance of disease processes. This rotation will provide exposure to common clinical skills and procedures that are specific to Family Medicine.

PAS 802 Family Medicine II (5 hours)

This is a continuation of Family Medicine I. Under the guidance of a qualified preceptor, this course will allow the student to provide care for the Family Medicine patient. This course will ensure that students are exposed to common disorders and procedures that are encountered in the Family Medicine setting. The course may take place in the urgent care setting, outpatient clinic, inpatient hospital setting, and/or nursing home. The rotation will provide opportunities for the student to be responsible for patients of all ages, from the initial visit through possible hospitalization and follow-up. The student will have the opportunity to perform physical exams, develop a differential diagnosis, order/interpret appropriate diagnostics, propose a treatment plan, perform common procedures, and provide patient education on diagnosis, prevention and health maintenance of disease processes. This rotation will provide exposure to common clinical skills and procedures that are specific to Family Medicine.

PAS 803 Internal Medicine (5 hours)

Under the guidance of a qualified preceptor, this course will allow the student to provide care for the Internal Medicine patient. This course will ensure that students are exposed to common disorders and procedures that are encountered in the Internal Medicine setting. The course will take place in the outpatient clinic, inpatient hospital setting, long term care facility and/or intensive care unit. The rotation will provide opportunities for the student to be responsible for adult and geriatric patients from the initial visit through possible hospitalization and follow up. The student will have the opportunity to obtain a medical history, perform physical exams, develop a differential diagnosis, order/interpret appropriate diagnostic tests, propose a treatment plan, and provide patient education on diagnosis, prevention and health maintenance of disease processes. This rotation will provide exposure to common clinical skills and procedures that are specific to Internal Medicine.

PAS 804 Emergency Medicine (5 hours)

Under the guidance of a qualified preceptor, this course will allow the student to provide care for the Emergency Medicine patient. This course will ensure that students are exposed to common disorders and procedures that are encountered in the Emergency Medicine setting. The course will take place in the urgent care or emergency department. The rotation will provide opportunities for the student to be responsible for patients of all ages, from the initial visit through possible hospitalization. The student will have the opportunity to obtain medical histories, perform physical exams, develop a differential diagnosis, order/interpret appropriate diagnostic tests, perform common procedures, propose a treatment plan, and provide patient education on diagnosis and treatment of disease processes. This rotation will provide exposure to common clinical skills and procedures that are specific to Emergency Medicine.

PAS 805 General Surgery (5 hours)

Under the guidance of a qualified preceptor, this course will allow the student to provide care for the General Surgery patient. This course will ensure that students are exposed to common disorders and procedures that are encountered in the General Surgery setting. The course may take place in the outpatient clinic, freestanding surgical center, operating room and/or inpatient hospital setting. The rotation will provide the opportunity for the student to be responsible for patients of all ages, from the initial visit through possible hospitalization and follow-up (including pre-operative, intra-operative and post-operative care). The student will have the opportunity to obtain medical histories, perform physical exams, develop a differential diagnosis, order/interpret appropriate diagnostic tests, propose a treatment plan, perform common procedures, and provide patient education on diagnosis, prevention and health maintenance of disease processes. This rotation will provide exposure to common clinical skills and procedures that are specific to General Surgery.

PAS 811 Mental/Behavioral Health (5 hours)

Under the guidance of a qualified preceptor, this course will allow the student to provide care for the Behavioral Medicine patient. This course will ensure that students are exposed to common disorders encountered in the Behavioral Medicine setting. The course may take place in the outpatient clinic, group home, schools, prison and/or inpatient hospital setting. The rotation will provide opportunities for the student to be responsible for patients of various ages, from the initial visit through possible hospitalization and follow-up. Students will participate in activities of this rotation such as lectures, case management meetings, and group therapy sessions as directed by the preceptor. The student will have the opportunity to observe/perform intake exams, develop a differential diagnosis, order/interpret appropriate diagnostic tests, propose a treatment plan, and provide patient education on diagnosis, prevention, and health maintenance of disease processes.

PAS 813 Family Medicine/Pediatric Medicine (5 hours)

Under the guidance of a qualified preceptor, this course will allow the student to provide care for the Pediatric Medicine patient. This course will ensure that students are exposed to common disorders and procedures that are encountered in the Pediatric Medicine setting. The course will take place in the outpatient clinic and/or inpatient hospital setting. The rotation will provide opportunities for the student to be responsible for patients aged 0-18, from the initial visit through possible hospitalization and follow-up. The student will have the opportunity to obtain medical and family histories, perform physical exams, develop a differential diagnosis, order/interpret appropriate diagnostic tests, propose a treatment plan, perform common procedures and provide patient/family education on diagnosis, prevention and health maintenance of disease processes. This rotation will provide exposure to common clinical skills and procedures that are specific to Pediatric Medicine.

PAS 814 Family Medicine/Women's Health (5 hours)

Under the guidance of a qualified preceptor, this course will ensure that students are exposed to common disorders and procedures that are encountered in the women's health setting. The course will take place in the outpatient clinic, inpatient hospital setting and/or operating room. The rotation will provide opportunities for the student to be responsible for adult and geriatric patients, from the initial visit through possible hospitalization and follow-up. This rotation will focus on general gynecologic health as well as routine pre-natal care. The student will have opportunity to obtain histories, perform physical exams, develop a differential diagnosis, order/interpret appropriate diagnostic tests, propose treatment plans, perform common procedures, and provide patient/family education on diagnosis, prevention and health maintenance of disease processes. This rotation will provide exposure to common clinical skills and procedures that are specific to women's health.

PAS 815 Summative (3 hours)

The purpose of the summative evaluation is to ascertain the student's readiness to graduate based on a review of the entire graduate student career. The course will allow the student to present a portfolio to the Promotion/Retention/Disciplinary committee that consists of a number of items to support the student's application for graduation. In addition to the academic year grades, professional evaluations, clinical year grades and preceptor evaluations, there will be assignments specific to the summative evaluation to be completed during the course that will provide a comprehensive review of the student's ability to function as a successful graduate physician assistant.

PAS 816 Business of Medicine (3 hours)

This course is designed to provide students an understanding of the business of medicine including group practice models, management, human resources, insurance products, CPT and ICD coding, third party reimbursement as well as potential impact of health care reform. The student will develop skills related to resume design, contract negotiation and interviewing as well as sufficient knowledge to be involved in management of the medical practice. Prerequisite: Successful completion of the clinical year rotation schedule.

PAS 901 Elective I (5 hours)

Under the guidance of a qualified preceptor, this course will allow the student to provide care for patients in a clinical setting tailored to the student's particular interest. Approved supervised clinical experiences may be completed in any medical or surgical specialty. The student has discretion in selecting his/her elective and may design his/her own elective rotation or choose from multiple disciplines after consultation with their faculty advisor and the Clinical Director. All elective rotations must subsequently be approved by the Clinical or Program Director. This course will ensure that students are exposed to common disorders and procedures that are encountered in that particular discipline. The experience may take place in the outpatient clinic, inpatient hospital setting and/or other approved settings. The rotation will provide opportunities for the student to learn about a specific disease process in great detail and to complete a written paper describing that disease, its diagnosis and treatment utilizing evidence based medicine.

PAS 902 Elective II (5 hours)

Under the guidance of a qualified preceptor, this course will allow the student to provide care for patients in a clinical setting tailored to the student's particular interest. Approved supervised clinical experiences may be completed in any medical or surgical specialty. The student has discretion in selecting his/her elective and may design his/her own elective rotation or choose from multiple disciplines after consultation with their faculty advisor and the Clinical Director. All elective rotations must subsequently be approved by the Clinical or Program Director. This course will ensure that students are exposed to common disorders and procedures that are encountered in that particular discipline. The experience may take place in the outpatient clinic, inpatient hospital setting and/or other approved settings. The rotation will provide opportunities for the student to learn about a specific disease process in great detail and to complete a written paper describing that disease, its diagnosis and treatment utilizing evidence based medicine.

PAS 903 Elective III (5 hours)

Under the guidance of a qualified preceptor, this course will allow the student to provide care for patients in a clinical setting tailored to the student's particular interest. Approved supervised clinical experiences may be completed in any medical or surgical specialty. The student has discretion in selecting his/her elective and may design his/her own elective rotation or choose from multiple disciplines after consultation with their faculty advisor and the Clinical Director. All elective rotations must subsequently be approved by the Clinical or Program Director. This course will ensure that students are exposed to common disorders and procedures that are encountered in that particular discipline. The experience may take place in the outpatient clinic, inpatient hospital setting and/or other approved settings. The rotation will provide opportunities for the student to learn about a specific disease process in great detail and to complete a written paper describing that disease, its diagnosis and treatment utilizing evidence based medicine.

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