2019–20 Academic
CATALOG

BethelUniversity
College of Professional Studies

BethelU.edu

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The Catalog of the

BethelUniversity
College of Professional Studies

2019-2020
Academic Year

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Bethel University Overview

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. Bethel University reserves the right to change policies, procedures, and credentials at any time without notification. If changes are made in the curriculum which modify graduation requirements, the University accepts a moral obligation to provide students with curricular options that do 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.

- For discrimination on the basis of sex and Title IX reports, contact Bethel University's Title IX and Prevention Services Coordinator, Rachael Brooks, Vera Low Center for Student Enrichment, Bethel University, 325 Cherry Avenue, McKenzie, TN 38201 (731-352-4246 or brooksra@bethelu.edu).
- For all other reports of discrimination, contact Bethel University's Chief Academic and Compliance Officer, Dr. Phyllis Campbell, University Office of Compliance, Campbell Hall, Bethel University, 325 Cherry Avenue, McKenzie, TN 38201 (731-352-4046 or campbellp@bethelu.edu).

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 Quick Reference Guide. 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 Complaint Policy

(Note: This policy does not apply to student grade appeals or complaints regarding discrimination/sexual assault.)

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

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

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

The Chief Academic and Compliance Officer 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 may elect to 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. If the student is still dissatisfied, the student may complain to the appropriate external body.

- Complaints relating to quality of education or accreditation requirements shall be referred to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), (http://www.sacscoc. org/ pdf/081705/ complaintpolicy.pdf).

- Complaints related to the application of state laws or rules related to approval to operate or licensure of a particular professional program within a postsecondary institution shall be referred to the appropriate State Board (i.e., State Boards of Health, State Board of

Education, and so on) within the Tennessee State Government and shall be reviewed and handled by that licensing board (http://www.tn.gov, and then search for the appropriate division).

- For students attending programs in Tennessee, complaints related to state consumer protection laws (e.g., laws related to fraud or false advertising) shall be referred to the Tennessee Division of Consumer Affairs and shall be reviewed and handled by that Unit (http://www.tn.gov/consumer/). For out-of-state students using distance learning programs, complaints related to consumer protection laws shall be filed using the Tennessee NC-SARA Portal form: http:/ tn.gov/assets/entities/thec/attachments/ComplaintForm.pdf

Mission

Bethel University's mission is to create opportunities for members of the learning community to develop in a Christian environment to their highest intellectual, spiritual, and social potential. This includes synchronous and asynchronous modes of education.

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 the 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.

Intellectual development focuses on the cognitive aspect of the human; cognitive development incorporates analysis, critical reflection, and synthesis of knowledge of multiple disciplines. To achieve this outcome, the university will leverage developing technology to efficiently create learning experiences for the community.

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.

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 college environment should facilitate knowledge and contemplation such that actions are based on unbiased reason and reasonable faith.

Synchronous modes of education means Bethel University offers courses to students in the on-campus classroom setting, whereas asynchronous means Bethel University offers courses to students in the online classroom platform. By utilizing both the synchronous and asynchronous learning platforms, Bethel University seeks to provide additional educational opportunities to students in the 21st century.

Core Values

Bethel University creates a learning community which:

- Accepts individuals from a wide variety of backgrounds, experiences, and beliefs
- Offers opportunities for individuals to contribute to the University and to other communities in a variety of ways
- Emphasizes human dignity and ethics consistent with the Christian tradition
- Encourages inquiry and the examination of values, self, and society
- Prepares individuals for the life-long pursuit of knowledge in a complex and constantly changing world

History of the Institution

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

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

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

The Log Cabin was constructed outside Campbell Hall by the freshman class in 1925. The purpose of the building was to show the humble

beginnings of the Cumberland Presbyterian Church, and to remind each student, staff and faculty member that the school was built "On the Faith of Our Fathers." When building the cabin each log cost $35, and whoever donated the money to buy a log would have his or her name engraved on the metal plate on that log. Today, the Log Cabin is used for offices.

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 master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Bethel University.

Bethel University is chartered by the State of Tennessee. Bethel University is approved by the Tennessee Board of Education as a teacher preparation institution for the State of Tennessee.

Bethel University's Bachelor of Science in Nursing degree is approved by the Tennessee Board of Nursing. The Baccalaureate degree in Nursing at Bethel University is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 350, Washington, DC 20036, 202-887-6791. Bethel Nursing Program was granted ten-year continuing accreditation in April 2015 through April 2025.

 Bethel University's Athletic Training Program (AT Program) is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The program has been placed on probation as of February 23, 2018, by the CAATE, 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3101. If you have any questions or concerns, please contact the Interim Program Director, Nikki Holland, DPT, ATC at hollandn@bethelu.edu.

General questions about the accreditation of Bethel University may be addressed to Dr. Phyllis Campbell, Chief Academic and Compliance Officer, (731) 352-4046 or campbellp@bethelu.edu

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 three 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, Jackson, Memphis, and Paris, TN. Additional administrative offices are located in Nashville and Chattanooga, TN.

Campus Addresses:

325 Cherry Ave., McKenzie, TN 38201

302B Tyson Ave., Paris, TN 38242

2200-A Wilma Rudolph Blvd., Clarksville, TN 37040

59 Murray Guard Drive, Jackson, TN 38305

168 E Parkway S., Memphis, TN 38104

818 18th Ave. S., Nashville, TN 37203

Online Degree Programs

Bethel University offers a number of online degree programs.

The College of Professional Studies offers programs designed to meet the educational needs of working adults. Online students attend class through an asynchronous platform with optional on-campus seminars for selected programs.

The College of Arts and Sciences offers an online Master of Arts in Education program and the high school Dual Enrollment (non-degree) Program.

The College of Health Sciences offers an online RN-BSN degree-completion program.

Academic Calendar: 2019 - 2020

September 2 .... Labor Day Holiday (Administrative Closing)

September 30 .... Application Deadline for December Graduation

November 10 .... Deadline for December Graduation

November 28-30 .... Thanksgiving Holiday (Administrative Closing)

December 7 .... Fall Commencement

December 24 - January 1 .... Christmas Break

January 20 .... Martin Luther King, Jr. Holiday

February 18 .... Application Deadline for May Graduation

April 10 .... Easter Holiday (Administrative Closing)

April 12 .... Deadline for May Graduation

May 9 .... Spring Commencement

June 6 .... Application Deadline for August Graduation

July 1-7 .... Summer Break

July 5 .... Deadline for August Graduation

August 1 .... Summer Commencement

*For general Drop/Add and Withdrawal information, please speak with an Advisor.

Student Life

Christian Life

Bethel University works cooperatively with many different Christian denominations to meet students' needs. Bethel works closely with the Cumberland Presbyterian denomination. The University supports Christian musical and dramatic presentations that are performed in individual churches and encourages student involvement with specific churches. We also provide facilities for continuing education opportunities within the denomination.

The Rev. Anne Hames is the Bethel University senior chaplain and is available to all students. Chaplain Hames can be contacted at hamesa@bethelu.edu or 731-352-4066.

Campus Security

Due to liability concerns with Bethel's insurance, only students, prospective students, staff, and faculty are allowed on Bethel campuses.

At the McKenzie campus: Uniformed Security is provided on campus during the hours that class is in session. The Security office may be reached at 731-415-7599, or 731-352-4222. In case of an emergency, contact the 911 emergency number, then campus security.

At satellite locations: Students should exercise caution at all times. Avoid leaving the building, except in groups. It is advisable that group members arrange to wait until everyone has returned to his or her vehicle and started the engine prior to departing after class. In case of an emergency, contact the 911 emergency numbers.

Campus Regulations

All Bethel students are expected to behave according to accepted norms that ensure a climate wherein all can exercise their right to learn. Such norms are set forth in the student Quick Reference Guide. All students should read and understand the guide. No faculty member will tolerate classroom behavior that violates these norms. Such behavior will be grounds for withdrawal from the class, judicial proceedings, failure of the course, or expulsion from the University. If warranted, students engaging in such behavior will be removed from class by security personnel and may be required to undergo counseling.

Emergency Closure Policy

Bethel University takes appropriate steps to maintain a safe and secure environment for its students, faculty, and staff. Infrequently, weather or other emergency situations may require alterations in the normally scheduled operations of the institution. This may include closure of the institution for brief periods of time including the cancellation of classes or closure of campus facilities. In these events, all students, faculty, and staff are required to follow instructions from Bethel University's Security Department or civil authorities. This may include relocation or suspension of classes.

Announcements of closure will be through the University's website(s) and through local media channels. If the University cancels classes (either in McKenzie or at a satellite campus), it is the responsibility of the instructor to determine whether alternative assignments, additional sessions, or make-up work are appropriate. Course outcomes will not be altered because of a class cancellation. Instructors will make themselves available through alternative means (phone, e-mail, video conferencing, etc.) to students to cover the course content.

General Admission Requirements

Misrepresentation of Academic Credentials and Credit Waiver

In the state of Tennessee, it is a Class A misdemeanor to misrepresent academic credentials (§49-7-133). Applicants and students who commit this offense know that the statement is false and are making the statement with the intent to secure admission or employment in an institution of higher education in Tennessee. The offense includes statements made orally or in writing that such person has:

- Successfully completed required course work for and has been awarded one or more degrees or diplomas from an accredited institution of higher education; or

- Successfully completed the required course work for and has been awarded one or more degrees or diplomas from a particular institution of higher education; or

- Successfully completed the required course work for and has been awarded one or more degrees or diplomas in a particular field or specialty from an accredited institution of higher education.

Undergraduate

Prospective students are encouraged to submit applications as early as possible. Admission to the College of Professional Studies is a selective process, and all documentation provided is used to determine a reasonable chance for success in our programs. All applications are reviewed, and admission is granted at the discretion of administrators.

The following are the admission requirements for all applicants. Also, the admission requirements listed are subject to change at any time without notification (except as noted on Page 1 of the Bethel University Overview). What follows represents the policies and procedures in place at this catalog's publication.

*Degree completion programs include: Management & Organizational Development (on-campus), Organizational Leadership (online), Criminal Justice (online), and Emergency Services Management (online).

Undergraduate Admission Requirements & Standards

Required Documentation

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

1. **Application and application fee:** All students must submit an application for admission and the $30 application fee. Applicants must document at least three years of full-time work experience or the equivalent on the application.

2. **Official transcripts:**

   HIGH SCHOOL TRANSCRIPT: All applicants who have not previously earned at least 12 hours of qualified college credit are required to submit official high school transcripts listing the dates of attendance, credits earned, GPA and the date of graduation or HiSET/GED records. Transcripts for graduates of Tennessee Public Schools must show successful completion of the required proficiency exam. Non-public high schools must be accredited. Transcripts of home-school applicants must provide an official copy from an affiliated organization as defined by state law (TCA 49-50-801) or may submit a certification of registration from the local education agency which the student would otherwise attend. Students may be accepted on a partial high school transcript, but a complete high school transcript validating graduation must be on file before registration.

   In the absence of a regular high school diploma, high school graduates from non-accredited high schools may submit ACT or SAT transcripts that meet at least one of the following criteria:

   - 20 ACT or 940 SAT with 2.0 cumulative high school GPA
   - 19 ACT or 900 SAT with 2.5 cumulative high school GPA
   - 18 ACT or 860 SAT with 3.0 cumulative high school GPA

   High school transcripts determined to be from a source that does not require normal high school attendance and awards the transcript based on a fee charged are excluded from consideration for admission. Special education diplomas or High School Certificates are not acceptable. Applicants who did not complete or are unable to provide a satisfactory high school credential may substitute acceptable scores on the GED or HISET examination.

   COLLEGE/UNIVERSITY TRANSCRIPTS: As a service, the Registrar's Office orders all transcripts on behalf of the applicant. If Bethel University is unable to obtain a transcript for any reason, it is the responsibility of the applicant to provide Bethel University with additional information and signatures or order the official transcript when necessary. If an applicant has a hold on their record with any previously attended school(s), the applicant will be allowed six (6) months from the date of enrollment to submit all outstanding transcripts for evaluation. After the six (6) month period, transcripts from previously attended schools, whether disclosed or

not disclosed, will not be evaluated for credit toward your degree at Bethel University. It is important to note that Bethel University is not responsible for potential transfer credit that has been repeated through courses taken at Bethel University. The College of Professional Studies accepts faxed transcripts from other colleges or universities as unofficial transcripts that must be followed with an official transcript in the preferred manner.

*All transcripts are reviewed by the CPS Registrar's Office. College/ University transcripts are evaluated for the suitability of credit to be transferred. (See Academic Policies > Transfer of Credit) Transcripts from other institutions become a permanent part of a student's academic record. All credit pertinent to a student's degree program is transferred to the Bethel University Transcript. Bethel University does not distribute copies of transcripts received from other institutions. Students wishing to obtain a copy of another institution's transcript must contact that institution. **ACT or SAT scores:** ACT or SAT scores are not required for students with regular high school diplomas or who have been out of high school for three years or more. An applicant should submit an official copy of ACT or SAT scores.

3. **Immunization and Health Insurance Records (on-campus students only):** As required by the State of Tennessee, proof of two doses of the MMR (measles, mumps, rubella) vaccine is required of all full-time students (students enrolled in 12 or more credit hours). This proof may come in the form of a doctor's statement verifying the dates of immunization or a health department shot record.

4. All applicants must have a **zero balance with Bethel University** prior to attending classes.

5. Refer to the end of this section for additional requirements for international and/or military applicants.

Types of Undergraduate Admission

Regular Admission
Students who meet the criteria as mentioned earlier may be admitted on regular admission status to a College of Professional Studies associate degree program. Students who meet these criteria and have previously earned at least 30 hours of qualifying college credit may be admitted to a College of Professional Studies bachelor's degree program.

Conditional Admission

Students who do not meet one or more of the criteria mentioned earlier may write an essy detailing how failing to meet the admission requirement will not be a deterrent to their success in the program. Those applicants may be granted conditional admission at the discretion of the Director of Admissions or the Vice President of the College.

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 Enrollment Services (no fee required). The student must request that an official transcript is 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.

If the student withdraws or leaves Bethel University before the required semester hours are completed as per the Technology Agreement, then the purchase price of the laptop computer (less any pro-rated amount as explained in the Laptop Program section of the Academic Policies) will be charged to the student's account.

Transient Admission

Students who are pursuing a degree program at another institution may enroll in courses at Bethel University. 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 complete an application for admission.

Transfer Admission

Students who have completed less than 12 hours of transferrable credit 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.

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 degree-seeking status.

Required Disclosure of Felony Conviction and/or Status as a Registered Sex Offender

While Bethel University maintains an "open door" admission policy, Bethel University is committed to maintaining a safe learning environment for its students and staff. As part of this commitment Bethel University requires all applicants who have been convicted of a felony and/or applicants who are registered sex offenders to disclose this information to Bethel University.

If an applicant has been convicted of a felony and/or is a registered sex offender, he or she is required to provide a letter of explanation with his or her application along with certified copies of documentation from the Court where he or she was convicted. Further, the applicant must provide information regarding the conditions of parole, probation and/or supervised release if any exist. This documentation must be provided to the University before any admission decision is made. Applicants will not be denied admission solely on their disclosure of a conviction or status as a registered sex offender. However, failure to disclose a conviction or status as a registered sex offender will result in denial of admission or revocation of admission.

Once the applicant has provided the relevant information required regarding his or her conviction and or status as a registered sex offender, the admissions committee will review all of the pertinent information and make a decision on the suitability of an applicant's enrollment and any conditions that may apply to that decision.

Students already enrolled in the University who are subsequently convicted of and/or charged with a felony and/or given status as a registered sex offender are required to notify the University immediately.

Graduate

Admission decisions are final and are not based on any one element in the admissions file. Applicants who are denied admission have the opportunity to re-apply in three months.

Graduate Admission Requirements & Standards

Applicants to the graduate programs must submit the following documentation:

1. **Application and application fee:** All students must submit an application for graduate admission and an application fee of $75.

2. **A professional resumé:** The resumé must list educational and work histories.

3. **Official transcripts**: Transcripts from all undergraduate and graduate institutions including one undergraduate transcript documenting the applicant earned at least a Bachelor's degree from a regionally accredited institution (or the equivalent for graduates of foreign institutions). All official transcripts must be received and evaluated prior to admission.

4. **Letters of recommendation**: Two letters of recommendation from current or former employers or professors.

5. **Essay:** A 500 - 800 word essay on "Why would you make a good MBA or MSCJ candidate, and what are your plans for this degree?" The final essay is submitted via the online application form.

6. **Photo ID:** A valid driver's license, or another form of government-issued ID (such as a passport).

7. All applicants must have a **zero balance with Bethel University** prior to attending classes.

8. Refer to the end of this section for additional requirements for international and/or military applicants.

Types of Graduate Admission and Admission Status

The College of Professional Studies Academic Review Committee for Graduate Studies evaluates all completed applications and may grant full admission, conditional admission, transient admission, or deny admission. Admission decisions are final and are not based on any one element in the admissions file. Applicants who are denied admission have the opportunity to re-apply after a three month waiting period.

Full Admission Status:

Applicants who have met all admission requirements may be granted full admission with no restrictions.

Conditional Admission Status:

Candidates who are conditionally admitted do not meet one or more admission requirements. Applicants who have been conditionally admitted must maintain a 3.0 GPA during the first term/semester of enrollment or may be dismissed from the program. After completing the conditional admission requirement, a candidate will be granted full admission.

Transient Admission Status:

Transient is a special status which allows a student to take a maximum of six hours without being admitted to the graduate program. This is normally granted to a non-degree seeking student.

Special Applicant Requirements

In addition to the requirements listed previously, undergraduate and graduate applicants will need to satisfy the following requirements if applicable.

International Applicants

Applicants from foreign countries must submit a certified translated evaluation of the undergraduate degree or certificate from a recognized translation service.

In addition, international applicants must show proof of financial support, a Form I-20 from the U.S. Department of Homeland Security and evidence of satisfactory English language skills. Evidence of satisfactory English language skills may be provided in one of the following ways.

- Test of English as a Foreign Language (TOEFL) Score of 513 on the TOEFL* paper-based exam

- A score of 183 on the TOEFL* computer-based exam

- A score of 65 on the TOEFL* internet-based exam

- American College Test (ACT) – minimum score of 17 on the ACT English subtest.

- Scholastic Assessment Test (SAT) – minimum score of 415 on the SAT critical reading subtest.

- International English Language Testing System (IELTS – minimum score of 5 overall with a 5 in each exam area.)

Military/Veteran Applicants

Military/Veteran applicants must meet all admission requirements. Further, to use Military Tuition Assistance, Veteran's Educational Benefits, or Bethel University's Military Tuition Reduction, Military and Veteran students must provide proof of eligibility. Depending upon the type of benefit used, documented proof may be in the form of a Certificate of Eligibility, a copy of the applicant's DD 214 Member Copy 4 or some other documentation that proves characterization of service. All active duty students; including Reserves and National Guard, wishing to return after two or more terms must follow the same re-admit policy as listed below. Upon approval of your admission, these students should work closely with the adviser to create a schedule for completion of their program in as short a time as possible.

Academic Policies

Students are expected to make themselves thoroughly familiar with the regulations of the University, their program, and the requirements for graduation.

While specific programs may be approved by outside agencies, earning a Bethel University degree, unless it is explicitly stated, does not imply that certification, licensure, or endorsement either nationally or in a particular state will be automatically granted.

Academic Integrity

Falsification of records and official documents is prohibited by Bethel University.

Students are expected to uphold the University's values. Cheating of any kind, plagiarism, and other forms of academic dishonesty are prohibited. This includes altering academic or business records; forging signatures of authorization; withholding pertinent information for purposes of misrepresentation; or falsifying information on any other documents, including but not limited to records, files, and invoices. Students found committing an act of academic dishonesty will receive the following punishments:

- For a first offense, the student will receive a zero on the assignment.
- A second offense results in a grade of "F" for that course.
- A third offense results in expulsion from the University.

Offenses are cumulative throughout the student's studies at Bethel. The faculty is required to present notice of each offense to the Office of Academic Affairs. The Academic Integrity Committee adjudicates the offense and maintains an official student record for each offense. Students may appeal the decision of the committee to the Vice President of the College.

Family Educational Rights & Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day the Bethel University receives a request for access. A student should submit to the registrar, dean or head of the

academic department a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask Bethel to amend a record should write to the Chief Academic and Compliance Officer, clearly identify the part of the record the student wants changed and specify why it should be changed.

    If Bethel decides not to amend the record as requested, Bethel will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment.

    Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before Bethel discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

    Bethel discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is typically a person employed by the Bethel in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of Bethel who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the Bethel.

    Upon request, the school also discloses education records without

consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Bethel to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education 400 Maryland Avenue, SW, Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found   in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, § 99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student —

- To other school officials, including teachers, within Bethel whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))

- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))

- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))

- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))

- To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))

- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))

- Information the school has designated as "directory information" under § 99.37. (§ 99.31(a)(11))

- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (99.31(a)(13))

- To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the school determines the student   is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§ 99.31(a)(14))

- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

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, classification, photograph, major/minor, dates of attendance, degree, university honors/awards, and the most recent previous educational agency or institution attended. 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.

Although these items are designated by Bethel University as directory information, only a limited amount of this information is routinely disclosed by Bethel University officials. The university retains the discretion to refuse disclosure of directory information if it believes such disclosure would be an infringement on student privacy rights.

Statement of Non-Discrimination

Bethel does not discriminate, either in the admission of students or in the administration of any of its educational policies, programs, 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. Ms. Rachael Brooks, Vera Low Building, Bethel University, 325 Cherry Avenue, McKenzie, TN 38201 (731-352-4246) is the Title IX and Preventive Services Director.

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.

The University expects its students to enjoy and nurture this academic community whose purpose is to be a Christian institution of learning. They are expected to help sustain the University's values. It is the University's goal that all members of the community adhere to a set of ethical and behavioral standards that are reflected by the rules that apply to students. Students are thus expected to be honest, respectful of others, helpful to the University's pursuit of its purpose, and law-abiding.

Disruptive Behavior Policy Statement

Bethel University College of Professional Studies strives to maintain a positive learning environment and educational opportunity for all students. Consequently, patterns of behavior which obstruct or disrupt the learning environment of a classroom or interaction with administrative offices and staff, whether in a face-to-face, online, or other type of educational forums will be addressed.

The instructor is in charge of the course. This includes assignments, due dates, methods and standards of grading, and policies regarding attendance, tardiness, late assignments, outside conferences, technology use, etc.

The instructor is in charge of the classroom or educational setting. This includes the times and extent to which he or she allows questions or discussion, the level of respect with which he or she and other students are to be treated, and the specific behaviors he or she will allow within their classes. Open discussion of an honest opinion about the subject of a course is encouraged, but the manner in which the class is conducted is a decision of the instructor.

An instructor may have a specific policy regarding cell phone, computer or other technology use within the classroom and its use may be restricted. It is up to each faculty member to determine how such technology will be used in his or her classroom, and specific penalties may be outlined within his or her syllabi.

An instructor is entitled to maintain order in his or her class and has an obligation to other students to do so. In an on-campus classroom, an instructor is authorized and expected to inform a student that his or her behavior is disrupting a class and to instruct the student to stop that behavior. If the student persists, the instructor is authorized to direct the student to leave the class.

If the student fails to comply with a directive to leave the class, the instructor may call Campus Security to assist with the student's removal.

In an online classroom, all postings should be written in a professional format, avoiding the use of slang and "text" language. Students should be respectful when responding to other classmates or facilitators. Failure to do so may result in the student's post being administratively removed, which will affect his/her grade.

If a student persists in a pattern of recurrent disruptive behavior, then the student may be subject to administrative action up to and including an involuntary withdrawal from the course and/or the institution following administrative review by the Vice President.

Administrative action for disruptive behavior is not a progressive policy. A grievous act could bring about immediate expulsion.

Students, as well as employees, are bound by the University's policy against harassment, in any form. Harassment will not be tolerated. Documentation of any serious pattern or instance of disruptive behavior will be placed in the student's permanent file.

Attendance Policy

Bethel University's College of Professional Studies considers regular class participation essential to the learning process. Undergraduate on-campus courses meet one night per week for four hours each night, and each course is 5 weeks in duration. Undergraduate online courses are 5 weeks in length with required participation throughout the week. MBA courses are 8 weeks in length; MSCJ courses are 7 weeks in length. All graduate programs require participation throughout the week.

Lack of participation decreases the contribution by and to the students and faculty. For those reasons, the following guidelines will be honored by faculty and students:

1. Participation for all online courses is based on posting work in each unit by the required deadlines. Failure to post work by the required deadline constitutes non-participation.

2. Any student whose cumulative absences exceed the published limit will have a grade of "FA" assigned and posted to the student's official academic record. (See "Grades and Grading")

3. It is the student's responsibility to communicate to the facilitator any anticipated absences and the reason for non-participation due to an emergency, and to complete all assigned work.

4. Faculty is not expected to provide make-up work for non-participation.

5. The student cannot request a withdrawal from any class in which a grade of "FA" has been received for violation of the participation policy.

6. Final determination of a true emergency is at the discretion of the course facilitator.

Grades and Grading
(see also "Attendance Policy," and "Academic Integrity")

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 quality points earned by the total quality hours. (See student Quick Reference Guide for details.) 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 (Not available to CPS students)
- I: Assigned Work Incomplete, 0 points (Not available to CPS students)
- P: Pass, 0 points
- S: Satisfactory, 0 points (Used only to denote completion of Exit Exam.)
- W: Withdrew, 0 points
- FA: Failure due to violation of class attendance policy, 0 points

Pass/Fail grades are given for all internship and activity courses. Juniors and seniors may take one elective course per semester on a Pass/Fail basis with scheduler/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 completed to qualify for the P grade. No grade points are given with the P grade; the hours attempted are computed for the grade of F.

Access to Grades

Students may view or print a student copy of their grades through the student website or submit a signed written request for their grades to their scheduler/ advisor. All requests submitted electronically must be sent using the student's Bethel email account. Students with unpaid account balances will be unable to receive a grade report. In this event, the student should contact the University Billing Office to clear the account before the grades are made accessible.

Repeating Courses

The Repeat Policy can only be applied when the same course number and the title are retaken, unless there has been a university-approved course number and/or title change, and the Registrar's Office confirms that the courses are the same. Course replacements or substitutions, special topic courses, or seminars may not be eligible for the Repeat Policy.

Undergraduate:

Only courses in which a student earns a grade of "D," "F" or "FA" may be repeated for purposes of replacing the lower grade. The last grade earned is used to compute the grade point average. Any course in which a grade of "D," "F" or "FA" is earned three times at Bethel University may not be repeated at Bethel University. The required major courses are an exception. The number of attempts for major courses is limited only by the Academic and/or Financial Aid Satisfactory Academic Progress policies. However, all attempts after the first three (3) will count in the GPA calculation.

Credit earned through examination may not be used to replace "D" or "F" grades earned in a course. A grade of "F" is posted for all courses that are not graded within 30 days of the course completion date. Students wishing to challenge a grade may do so in writing. (See Grade Appeals)

Graduate:

The repeating of courses for graduate students is limited to those courses in which a grade of "D" or "F" has been earned, except where the student's GPA must be improved to reach the required 3.0 for graduation. In that case, graduate students without "D" or "F" grades, may repeat courses in which a "C" was earned until the required GPA of 3.0 has been reached.

Grade Appeals

Any student who wishes to appeal a course grade must follow the process of appeal to the faculty member, Director of Academic Affairs, and Academic Dean (where applicable). 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 appeal decision, the decision being appealed stands and must be obeyed by the student.

Student Classification (undergraduate)

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

Classification Hours Earned

- Freshman 0-27 hours completed
- Sophomore 28-59 hours completed
- Junior 60-95 hours completed
- Senior 96 or more hours completed

Academic Probation & Suspension

Undergraduate:

Students are placed on academic probation at the end of the term 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 term hours. Any student who fails to make a C average (2.0) for the term on probation is automatically suspended for one term.

A one-term academic suspension is given to any student who obtains a GPA of 0.0 in any term, or who fails to obtain a term GPA of 2.0 while on academic probation. After the second one-term suspension, any student subject to suspension will be given a one-year academic suspension. Readmission to the University after a term of suspension is not automatic. 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 term. Likewise, a student who withdrew during a term and wishes to return the following term must submit a letter of appeal to the Academic Dean. However, any student who once attended Bethel University and did not return the following term for whatever reason must file an Application for Readmission with the Office of Admission. (See "Readmission" in the Admissions section.)

Graduate:
Students must earn a minimum 3.0 GPA during each term of enrollment. Graduate students who earn a cumulative GPA below 3.0 are placed on academic probation. Graduate students on academic probation must maintain full-time status with a 3.0 GPA during the subsequent term of enrollment. While in a probationary status, graduate students who do not earn a 3.0 GPA for the probationary term will be placed on academic suspension for one term.

Note: All students are urged to refer to the Financial Aid webpage and 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.

Plan of Study
The official Plan of Study is maintained by the scheduler/advisor. It is initially produced once all transfer credit has been evaluated and applied to your degree program. The Plan of Study tracks your progress towards degree completion. It is in your best interest to review your Plan of Study regularly and initiate periodic reviews of the plan with your scheduler/advisor. When you near completion of your degree program, you will receive a degree audit that lists exactly what you need to complete your program of study. Students may contact their scheduler/advisor for a copy of the Plan of Study.

Normal Student Load
Undergraduate: The normal student load is 12 - 15 semester hours per term. A course load of more than 18 semester credit hours is not advised. To be considered full-time, students must be enrolled in a minimum of 12 semester hours per term. Students with less than 12 semester hours in any term are designated as part-time students.

Graduate: Part-time load: a candidate taking less than 6 hours per term is considered to be part-time; however, taking three hours usually qualifies a candidate for loans through the Financial Aid Office.

Full-time: for academic purposes, a candidate enrolled in 6 graduate hours is classified as a full-time candidate. No candidate may register for more

than 12 graduate hours during a term without permission. Please contact your scheduler/advisor for more details.

Dean's List Recognition (Undergraduate students only)

To be eligible for the Dean's List for any given Fall, Spring, or Summer term, an undergraduate student must be a full-time student registered for a minimum of 12 graded credit hours and earn a GPA of 3.70 or higher – Pass/Fail, Incompletes or Challenge Exams are not eligible. Only grades entered as of January, May, and September will be used to determine eligibility (see below). The Dean's List is published three times during the year:

Date	For Term
Feb 28	Previous Summer Term
June 30	Previous Fall Term
October 31	Previous Spring Term

Honors Recognition

Undergraduate students with a GPA of 3.70 or higher at the time of graduation will receive Honors recognition during the graduation ceremony and on the diploma.

Credit

Bethel University defines the unit of credit as the semester hour. According to the mission and goals of Bethel University, the faculty and academic administration of the University have agreed that the credit hours awarded for a course should include an aggregate of the following: standards and guidelines of SACSCOC, Federal definitions related to course credit, and the Carnegie college student credit hour policy.

Transfer Credit

Bethel University accepts credit in transfer from regionally and nationally accredited institutions that are recognized by the United States Department of Education. All credit presented from other institutions is evaluated for transfer on a course by course basis.

Provided that the following criteria are met, enrolled students may transfer credits from other regionally accredited institutions of higher learning. A scheduler/advisor and the registrar must approve the course(s); the course(s) cannot violate the residency requirement; and the credits earned cannot exceed the transfer allotments in the major or minor field or exceed the hour limit on courses completed at a junior or community college. No grade below a "C" or equivalent will be accepted as transfer credit, and grade points from hours accepted as transfer credit are not included in the Bethel University academic record. However, a student may petition to be granted an exception to these policies and have their credits and grade points considered. In that case, all credits and grades

accepted by the Registrar's evaluation of transfer credits from an accredited school will be accepted. Once a petition has been granted, the petition cannot be revoked.

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.)

Undergraduate Transfer Credit

- Bethel University does not limit the number of undergraduate hours that may be transferred. However, all students must meet all Bethel University residency and graduation requirements. (See Residency Requirements and Requirements for Graduation sections).

- Transfer work is not included in the Bethel University's GPA and only courses with the letter grades of A, B, C, P, and S are considered for transfer.

- Bethel University does not transfer developmental courses or College Orientation course work.

- Courses that have been graded with an "I" are not transferrable. Applicants wishing to receive credit for courses with "I" grades, must contact the awarding institution to complete the course.

- Transfer work may not be used to satisfy Bethel University's major degree requirements.

- Bethel University grants non-traditional credit for military service and service schools as recommended by the Guide to the Evaluation of Educational Experiences in the Armed Services published by the American Council on Education. (See Advanced Standing Credit)

- For Bethel University students, any credit earned at another institution intended for transfer to Bethel University must have prior written approval.

  It is the student's responsibility to submit the name of the institution, the course codes, the course names and the course descriptions for all courses from which he/she wishes to receive credit.

Graduate Transfer Credit

- A maximum of six graduate semester hours from an accredited institution may be applied towards a graduate degree*.

- Transfer hours may be applied only in electives.

- Applicants requesting recognition of transfer credit from other institutions should complete transcript request forms and submit them at the time of application. If an applicant does not request an evaluation of transfer credit at the time of application, transfer credit will not be applied later toward the degree at Bethel University.

- The University recommends providing a copy of any course descriptions in conjunction with the graduate transcript(s) submitted for evaluation.

- No grade below a C will be transferred.

*Credits are valid for 7 years from the time of completion to time of graduation from Bethel University.

International Transfer Credit

In the admissions process, international applicants must show proof of the equivalent to high school graduation and college or university attendance through the submission of official transcripts. Besides language barriers, educational systems vary greatly internationally. As a result, all international transcripts submitted must be stated in standard U.S. educational terms. To that end, Bethel University requires a translated-evaluation for each credential submitted (Refer to the Student Quick Reference Guide). This translated evaluation must be completed by an established international evaluation service (Refer to the Student Quick Reference Guide). All official translated evaluations from trusted sources will be reviewed and credit tranferred as with any other transcript.

Other Types of Credit

Academy Credit

Bethel University has established a faculty review process that allows the university to award credit for Fire and/or Law Enforcement Academy training. Bethel University accepts up to 30 semester hours in academy credit.

Challenge Examinations

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 and the student's scheduler/advisor. A department may adopt a standardized examination or develop a departmental 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 Examinations must start the procedure with their scheduler/

advisor. All tuition costs connected with a particular exam must be met by the student before the testing date.)

- Applications for any one Challenge Exam 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 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 examinations are offered. Students who fail a CLEP or DSST examination cannot take a Challenge Examination in that subject.

Advance Standing Credit (Maximum 60 credit hours)

Military Training and Experience
Military credit evaluations are provided for all Active Duty, Reserve and Veterans from all branches of the Armed Forces. Bethel University accepts up to 60 semester hours of Advanced Standing credit from course work and non-duplicated training experiences. Primarily this credit is applied to a student's elective requirements.

Credit by Examination
- Advance Placement Program: By submitting acceptable scores (minimum of 3) on the College Board's Advance Placement Program, students may be awarded a maximum of 12 semester hours in Advance Placement credit. Such credit may be used for either Common Core or elective credit.

- CLEP and DSST Examinations: Students may qualify for a maximum of 30 hours of credit earned through the American Council on Education (ACE) on the College Level Examination Program (CLEP) and the Dantes Subject Standardized Tests (DSST) examinations.

  Note: No science lab credit is available through CLEP or DSST. ACE educational credit by examination and ACE credit for training programs are also included in this area.

Credit for Experiential Learning (Maximum 30 credit hours)
Experiential learning credit is typically earned through workforce training. To receive this credit award, students have a number of avenues to demonstrate college-level learning. The credit awarded is based upon

faculty recommendations or recommendations as described by the American Council on Education's T*he National Guide to College Credit for Workforce Training* or as outlined in the following portfolio programs.

Portfolio Program

A process has been established that allows for the evaluation of prior learning obtained through workforce training or life experiences. The process provides students with an opportunity to demonstrate and document learning experience. If sufficient documentation can be presented, students may request up to 30 semester hours of portfolio credit. Occasionally, students may be asked to submit additional documentation to demonstrate the learning experience for which credit is requested. Please refer to the Portfolio Handbook for additional information.

Directed and Individual Study

Under extenuating circumstances, some Bethel courses can be completed outside of the traditional classroom setting through a directed study arrangement between the faculty member and the student provided that the student has never received a grade of F or FA in the course and that the student is in good academic standing. 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. Students are required to be enrolled at Bethel University and register for the Directed Study or Individual Study course(s). A student must complete the required forms and obtain appropriate signatures (including the Academic Dean); secure the required textbooks and materials; schedule meetings with the faculty instructor; complete all assignments on time; take the required quizzes/exams, and complete the faculty evaluation form for each course. Faculty instructors will require regular meetings with the student, provide regular feedback regarding assignments and quizzes/exams, and assign a final grade appropriate to the accomplishment of the goals and objectives of the course. Note: Credit will be awarded according to Bethel University's credit hour policy.

Developmental Education

The College of Professional Studies does not offer developmental education courses.

Residency Requirements

While Bethel University does not limit the total amount of transfer credit, students are required to complete a certain number of hours with the University. Students in the associate programs are required to complete 30 semester hours and students in the baccalaureate programs must complete a total of 39 hours. The residency requirement is not to be confused with any other requirements for graduation.

Requirements for Graduation

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

The non-refundable application fee and all degree requirements, to include an exit exam, must be completed 30 days before the selected date of graduation.

Associate

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

1. Complete a minimum of 60 semester hours credit with an academic cumulative grade point average of 2.0 or greater.

2. Complete the required core curriculum for the chosen program of study.

3. Complete all required assessments related to the chosen program of study.

4. Complete a minimum of 30 semester hours through Bethel University

5. Complete all major courses and major concentration courses and the first half of freshman English or its equivalent with no grade below "C."

6. Apply for graduation in the Office of the Registrar by September 30 for fall graduation, by February 18 for spring graduation, and by June 7 for August graduation.

Bachelor

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 cumulative grade point average of 2.0 or greater.

2. Complete a minimum of 39 semester hours of coursework numbered 300/3000 and above.

3. Complete the requirements of the University Parallel/General Education Core Curriculum for a bachelor's degree.

4. Complete a major concentration of courses with no grade below C and a minor concentration (if required) with an average of C (2.0 GPA).

5. Complete all required assessment procedures related to the major field and/or the core curriculum no later than the last day of classes for the term in which graduation occurs.

6. Apply for graduation by September 30 for fall graduation, by February 18 for spring graduation, and by June 7 for August graduation.

Master

To participate in graduation exercises and graduate with a Master of Business Administration or Master of Science degree from Bethel University, each student must fulfill the following requirements.

1. Complete a minimum of 36 semester hours with an academic cumulative grade point average of 3.0 or greater.

2. Complete a minimum of 30 semester hours of coursework at Bethel University with a minimum grade of "C" or higher in all courses.

3. Complete the Bethel University program of study within seven (7) years from the date of completion for any transfer work awarded. (See Transfer Credit).

4. Complete all required assessments no later than the last day of classes for the term in which graduation occurs.

5. Complete an application for graduation by September 30 for fall graduation, by February 18 for spring graduation, and by June 7 for August graduation.

Requirements for a Second Degree

Provided all course prerequisites and Bethel University's Residency Requirements are met, applicants who hold a Bachelor of Science or a Bachelor of Arts degree and wish to complete a second Bachelor's degree will have course requirements reduced to only those courses necessary to complete the major requirements for the selected degree program. Further, if the Religion requirement has not been satisfied with transfer credit, the applicant will be required to meet Bethel University's Religion/Philosophy General Education requirement.

Participation in Commencement

Bethel University encourages all students to participate in commencement. However, participation is not mandatory. Students who wish to participate in Bethel University's commencement exercise must have completed all academic requirements of their chosen program no later than 30 days before the selected date of commencement. Students must file an online

Application for Graduation in the Student Portal no later than the deadline for their selected commencement date. Application filing deadlines are as follows: fall - September 30, spring - February 18, and summer - June 7.

Before the ceremony on commencement day, honors cords will be presented to those students who have earned Academic Honors (See Honors Recognition). Further, red, white and blue cords will be presented to graduates who are Military Veterans, in honor of their service.

Academic Stoles

As a general rule academic or religious stole are not permitted as part of the College of Professional Studies commencement regalia. However, students in good standing with a student organization that has a charter, constitution, and active membership on file with the Student Government Association may wear the official stole of that organization during commencement. Please see your scheduler/advisor for more information.

Assistance and Student Services

Library

Bethel University provides a wide range of library and learning resources for students, faculty, and staff. All resources are available to all students and faculty. Instruction and guidance in the location and use of resources is available through the library staff both at the campus in McKenzie and through electronic means at all locations. Information is also available through the library website. A large collection of electronic resources is available to all students and faculty regardless of their physical location. Also, the recently renovated Burroughs Learning Center located on the McKenzie campus offers study and meeting space for quiet study, group projects, and meetings. Printing is available for a nominal fee. The physical book collection is housed in the Burroughs Learning Center although materials are shipped to students and faculty at off-campus sites and in online programs. Interlibrary loan is available to every student and faculty member.

Tutoring

SMARTHINKING is an online tutoring service that is accessible to all Bethel University College of Professional Studies students 24/7. The service provides three convenient options for students to receive support. All SMARTHINKING e-instructors are competent in their specific disciplines with the majority holding a master's degree or terminal degree. SMARTHINKING is accessible from the Virtual Campus website.

Counseling

Dependent on need, students may schedule counseling sessions with a professional counselor in the Clinical Services Office at the McKenzie campus. Evaluation of the situation will be made by the counselor and appropriate alternatives considered and/or recommended. Remote students in the College of Professional Studies have access to counselor Amanda Lifsey by phone at 731-415-7996.

Learning Services

Bethel University College of Professional Studies Learning Services office provides resources and support to students with academic needs. The primary goal of the Learning Services office is to provide a supportive and inclusive environment that addresses the academic needs of students.

Academic Advising

Each Bethel University student is assigned a qualified scheduler/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 processes. The student is responsible for ensuring that he or she meets all graduation requirements.

College Orientation Experience (COE)

Orientation courses are required of all undergraduate students. These courses are designed to assist students in the transition to university, and from university to employment.

Career Services

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

Bethel hosts an online career center that includes job and internship opportunities from partner employers, career fairs, skills workshops, and free career exploration resources. Students and alumni can post a digital resume and contact partnered employers directly about available opportunities.

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 VA and Disability Services in the Office of Student Development (CPSODS@ bethelu.edu or 731-352-4012). Applicants with special needs who desire accommodation in the application process should make their needs known to their admission counselors.

Laptop Program

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

If the student withdraws during the first week of his or her initial term of enrollment AND the student has received a computer, the student may petition the Director of IT for permission to return the laptop. If the Director of IT grants permission to return the laptop to the IT Help Desk, the Laptop Agreement will be terminated upon return of the laptop.

If a student:
- applies for readmission to Bethel University AND
- returned his/her laptop to the IT Desk when he/she left AND
- is a freshman, sophomore, or junior who can be continuously enrolled for 18 semester hours

That student may receive a new laptop. Only one laptop will be issued per student. For example, a student leaves Bethel as a freshman and keeps the laptop. The student's account is charged for the laptop according to the Laptop Agreement. If the student then applies for readmission, the student will NOT receive another laptop.

Please refer to the Laptop Computing Program Agreement for more details.

Information Technology Services

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

Acceptable Use of Technology

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 attribution 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 is 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, 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.

VI. Electronic Signatures

This policy identifies Bethel University (hereafter "the University") requirements for the use of electronic signatures (hereafter "e-signatures") and electronic transactions (hereafter "e-transactions") in conducting the university's business operations in support of the institutional administration of the university's teaching and service operations ("University transactions"). Under this policy, the University may require that members of the University community use e-signatures to conduct certain university transactions that previously required handwritten signatures and approvals on paper documents. This includes all documents pertaining to application, payment, or any other contractual obligation between the student and the University. By enrolling at the University, members of the University community agree that e-signatures are valid and binding.

Changing Class Schedules

Process for Dropping a Class

Class schedules are changed by officially adding or dropping a class. Attending a class does not constitute official registration. Failing to attend a class does not constitute an official dropping of a class. Before changing a class schedule, students should check with their scheduler/advisor about the Financial Aid implications. Classes may be dropped or withdrawn from at any time during the term. However, there may be a grade or financial penalties. (See "Tuition Fees & Grade Adjustments for Dropped Courses," "Grades for Withdrawal," and "Refund Policies.")

Undergraduate:

Undergraduate students must carry a minimum of 12 semester hours to be considered full-time. Undergraduate students who are dropping or withdrawing from classes should always check with their scheduler/advisor before submitting a request.

- **To drop a course that has already been loaded into V-Camp (Drop/ Add & Withdrawal Policies apply):**

Step 1: Undergraduate students should go to the V-Camp homepage. At the bottom of the list of current classes on the left-hand side there is a "Drop Courses" button. When clicked, a list of classes populates. Students should click the "drop course" button next to the class they wish to drop. A prompt asks, "Are you sure you want to drop this

section?" The student should click "okay" to complete this step of the process.

Step 2: This action automatically creates a Notice of Intent form, which the student needs to fill out and submit electronically. The form commits the student to select a replacement class, while information about the dropped class is sent to both the Registrar's Office and Financial Aid. Not choosing a replacement for a dropped class will result in changes to the students financial aid status, and they will be responsible for any financial consequences.

- **To drop a course that has not yet been loaded into V-Camp:**

Step 1: Undergraduate students must send an email from their official Bethel email account to dropaclass@bethelu.edu. In that email, undergraduate students must include: their full name, the last 4 digits of their social security number, the name of the course, the first class date, and the course location.

Step 2: Undergraduate students must send a Notice of Intent form to fafunds@bethelu.edu. The form can be accessed through V-Camp. The Notice of Intent form notifies the Financial Aid Office that the student is simply dropping a course and not withdrawing from the University. Because of the new regulations, this distinction will prevent the Financial Aid Office from returning all of your financial aid funds to the lender. The date of the drop or add is determined when the form is received. Any delay in the receipt of the drop/add form can have expensive and severe academic consequences.

Graduate:
The only official method of dropping a course is for the student to communicate with their scheduler/advisor. A student must email a request to their scheduler/advisor, sign a drop form, and then ensure that the scheduler/advisor has received their form to drop a course. Graduate students must carry a minimum of 6 semester hours to be considered full-time. Graduate students who wish to drop classes should always check with their scheduler/advisor before submitting a request.

Tuition Fees and Grade Adjustments for Dropped Courses
A Drop Fee of $25.00 will be billed to your account for each class dropped. If the course has already begun, tuition will be adjusted to your account based on the number of class meetings which have already occurred.

*No student will be allowed to drop from any course in which more than one absence has occurred, and a grade of FA will be recorded on the transcript. No tuition will be refunded.

When Dropped	% Tuition Refunded	Grade Recorded
Before 2nd class session	100	No grade recorded
Before 3rd class session	75	W
Before 4th class session	50	W
After 4th class session	0	W

Graduate:

When Dropped	% Tuition Refunded	Grade Recorded
Before 3rd class session	100	No grade recorded
Before 4th class session	75	W
Before 5th class session	50	W
After 5th class session	0	W

A student's balance owed, available financial aid and/or VA benefits, and other financial responsibilities may be affected by dropping or withdrawing from courses. Students must contact the Financial Aid Office to determine whether or not financial aid/awards will be affected.

Withdrawal Procedure

Some personal or family emergencies require a student to withdraw from school. Permission to withdraw is not automatic and may be discouraged. Voluntary withdrawal does not guarantee re-entry into the University. Students must meet with a scheduler/advisor who will complete the appropriate forms and process the withdrawal request. Failing to consult with a scheduler/advisor can result in earning unwarranted failing grades and unwanted financial obligations.

Fees to process withdrawal

- $25 withdrawal processing fee
- $25 per dropped course per course

Grades for Withdrawal

If a student withdraws from a course before the second week of a course, no grades will be recorded. If the student withdraws from the course after the second week, a grade of W or FA will be recorded.

Note: No student can withdraw from any course in which a grade of F or FA has been received for violation of the attendance or academic integrity policy.

Administrative Withdrawal Policy

A student may be administratively withdrawn from the program, which affects the student's financial aid, full-time or part-time status, and does not guarantee permission to be readmitted to the University. College of Professional Studies Administration reserves the right to administratively withdraw any student from any program, when deemed necessary. (See Attendance Policy, Participation Policy, Financial Aid Cancellation Policy, Probation, Disruptive Behavior Policy, and Suspension Policy.)

Transcripts

Transcript Policies

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. Bethel will accept a faxed request as a written request.

Procedure to Request a Bethel Transcript

Students who need transcripts of their college record must file an online request (including signature) with the Registrar. Bethel University uses Credentials Solutions as its agent for processing online transcript requests. This process is secure. To access the transcript, complete the following steps:

1. Go to www.bethelu.edu.
2. Click on "Academics."
3. Click on "University Registrar."
4. Under General Information, click on "Request a Transcript."
5. Under the picture in the center of the page is a link to www.credentials-inc.com. Click on the link.
6. Begin your order.
7. A transcript can be emailed or mailed depending on the requirements of the receiver.
8. 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's policy that a transcript can only be sent for students who have a clear balance and no holds from any department.

Students may pay for their transcript via credit card (Visa, MasterCard or Discover). Credentials Solutions uses the most current security available to protect credit card and personal information. The fee for a mailed transcript is $10.00. The fee for an electronic transcript is $8.00 The fee is not charged until the transcript is released.

Students may check the status of transcript requests at any time by logging on to Credentials Solutions. Students will also receive email notifications of their order status. Fees are adjusted for international mail, special handling mail such as FedEx or UPS, and more than four-page documents.

Financial Information

Student Accounts

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

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

Payment Policy

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

Accordingly, the following procedures and guidelines will be followed in arranging for the payment and collection of student accounts:
- Cash Plan
- Federal/State Loans or Grants
- Tuition Reimbursement Plan
- Third Party Billing Plan
- Private Loans

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 Chargeform
- 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 to qualify for tuition deferment. In the event 100% of the tuition and fees are not covered under this plan, the student must make arrangements for the payment of the balance due by one of the other financial options listed above. Such arrangements must be complete by the due date. Acceptable financial aid plans are: Federal Pell Grant; Tennessee Student Assistance Grant; Hope Lottery Scholarship; Subsidized Federal Direct Loan; Unsubsidized Federal Direct Loan; Federal Parent Plus Loan Program; external scholarships.

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

- Accepted admission decision
- Free Application for Federal Aid (FAFSA)
- Direct Loan Master Promissory Note (MPN)
- Direct Loan Entrance Counseling
- Verification documents (if required)

Tuition Reimbursement Plan

Tuition reimbursement from an employer is an acceptable financial option.

However, it is subject to the following conditions:

- 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.
- Complete documentation of terms and conditions of the employer's reimbursement plan.
- 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

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

Tuition and Fees (2019-2020)
College of Professional Studies

Tuition:
- Undergraduate Certificate Programs: $373 per credit hour
- Associate Degree Programs: $373 per credit hour
- Bachelor's Degree-Completion Programs: $373 per credit hour
- Graduate Certificate Programs: $613 per credit hour
- Master of Business Administration: $613 per credit hour
- Master of Science in Criminal Justice: $510 per credit hour

Fees:

Application Fee: $30/Undergraduate $75/Graduate

Graduation Fee: $50/Undergraduate $70/Graduate

Drop Fee (per form): $25

Withdrawal Fee: $25

Portfolio Credit: $80 per credit hour

Challenge Exam Credit: $80 per credit hour

Refund Policies

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. If an ACH Authorization Form has not been filled out in a timely manner (two weeks prior to refund being issued) a check will be automatically issued to the student.

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 classes (unofficial withdrawal) may have federal funds returned per federal regulations. Students who receive all "FA" grades (failure for non-attendance) could also have financial aid funds returned.

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

When is the class dropped?	Associate	Bachelor's	Graduate
Before the 2nd week of class begins	100%	100%	100%
Before the 3rd week of class begins	75%	75%	100%
Before the 4th week of class begins	50%	50%	75%
Before the 5th week of class begins	0%	0%	50%
After the 5th week of class begins	0%	0%	0%

Financial Aid Information

Financial Aid for Modular Undergraduate & Graduate Programs

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 October 1 to ensure consideration for all federal and state grants.

   To complete the FAFSA, students, parents, and borrowers are required to use an FSA ID, made up of a username and password, to access certain U.S. Department of Education websites. The FSA ID is used to confirm the student's identity when accessing financial aid information and electronically signing your federal student aid documents.

   After obtaining the FSA ID, the student should complete the correct year's application at 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 the student 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 upon deciding to attend a different school within the state of Tennessee.

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

Financial Aid Verification of FAFSA Information

Students 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 file is selected is notified on the Federal Student Aid Report they receive after filing the FAFSA and also by the University. The Office of Financial Aid will notify the student detailing what documents are to be submitted.

Also, note that married students (or parents if the student is a dependent) who file their IRS taxes separately and both file "head-of-household" status may be required to file an amended tax return unless they were separated the last six months of the tax year. They would need to file 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 the 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 before the verification process has been completed, 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.

Scholarships & 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: 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. Students who exceed this limit may lose eligibility for additional Pell Grants. 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 2017-2018 school year was $5,920, but the student only received $2,960 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 or SEOG - Undergraduate Only

The Federal SEOG Grant is based on need and is awarded to students who demonstrate the greatest financial need (EFC =0) and are Federal Pell Grant eligible recipients. The pool of funds is limited. Check with the financial aid office for availability and amounts.

Educational Loans - Undergraduate

Federal Direct Loan Programs

Year	Dependent Students (except students whose parents are unable to obtain PLUS Loans)	Independent Students (and dependent students whose parents are unable to obtain PLUS Loans
First Year Undergraduate Annual Loan Limit	$5,500 – no more than $3,500 of this amount may be in subsidized loans.	$9,500 – no more than $3,500 of this amount may be in subsidized loans.
Second Year Undergraduate *Annual Loan Limit*	$6,500 – no more than $4,500 of this amount may be subsidized loans.	$10,500 – no more than $4,500 of this amount may be in subsidized loans.
Third Year and Beyond Undergraduate *Annual Loan Limit*	$7,500 – no more than $5,500 of this amount may be subsidized loans.	$12,500 – no more than $5,500 of this amount may be in subsidized loans.
Graduate or Professional Students *Annual Loan Limit*	Not applicable (all graduate and professional students are considered independent)	$20,500 (subsidized only)
Subsidized & Unsubsidized *Aggregate Loan Limit*	$31,000 – no more than $23,000 of this amount may be in subsidized loans.	$57,500 (undergraduates) – no more than $23,000 of this amount may be in subsidized loans. $138,500 (graduate and professional students) – no more than $65,500 of this amount may be in subsidized loans. The graduate aggregate limit includes all federal loans received for undergraduate study.

Undergraduate Loans

Federal Direct Loans are fixed rate loans. There is an upfront Direct Loan origination fee on these loans. This amount is deducted from the amount borrowed before the aid is sent to the school. Go to studentaid.ed.gov for current interest rates and Direct Loan origination fee percentages.

The principal and interest payment on the need-based Federal Direct Subsidized Loans are deferred until the student graduates, drops below half-time enrollment or has withdrawn from the University. No interest accrues on these loans until the student is no longer in school or drops below half-time enrollment status.

Principal and interest payments are deferred on the non-need based Federal Direct Unsubsidized Loans. Interest accrues on these loans when the aid is disbursed to the school. Loan amounts vary based on academic status, enrollment status, and whether the student is "dependent" or "independent" per the Department of Education policy.

If the student is a first-time borrower on or after July 1, 2013, there is a limit on the maximum period of time (measured in academic years) that the student can receive Direct Subsidized Loans. This time limit does not apply to Direct Unsubsidized Loans or Direct PLUS Loans. If this limit applies, the student may not receive Direct Subsidized Loans for more than 150 percent of the published length of their program. This is called the "maximum eligibility period." The maximum eligibility period is based on the published length of student's current program. Additional information concerning this regulation can be found at studentaid.ed.gov and click on "Types of Aid" and then "Loans."

Federal Direct Parent Plus Loan

Under this loan program, parents who are creditworthy 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 on these loans. This amount is deducted from the amount borrowed before the aid is sent to the school. **Effective 3/29/15 Plus borrowers who are denied with an adverse credit history but are determined eligible by appeal because of satisfactorily meeting the extenuating circumstances provision or by obtaining an endorser are REQUIRED to complete special PLUS loan counseling.

For additional terms and conditions of this type of loan, Direct Loan Origination Fee percentages, and current interest rates we recommend accessing the following website: studentaid.ed.gov.

Educational Loans - Graduate

Federal Direct Loans

Federal Direct Loans are fixed rate loans. There is an upfront Direct Loan origination fee on these loans. Go to studentaid.ed.gov for current interest rates and Direct Loan origination fee percentages. This amount is deducted from the amount borrowed before the aid is sent to the school. Principal and interest payments are deferred on the non-need based Federal Unsubsidized Direct Loans. Interest accrues on these loans when the aid is disbursed to the school. Loan amounts vary based on academic status, the cost of attendance, and enrollment status per the Department of Education policy.

For additional terms and conditions of this type of loan, Direct Loan origination fee percentages, and current interest rates we recommend accessing the following website: studentaid.ed.gov.

Direct PLUS Loans:

Graduate and Professional Degree Students: Postgraduate students can borrow a Direct GRAD PLUS Loan to help cover education expenses. Under this loan program, students who are creditworthy may borrow up to the cost of attendance budget minus any financial aid a student receives. There is an upfront Direct Loan origination fee 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 (FAFSA). In addition, before a student can receive a PLUS Loan, the school must have determined the student's maximum eligibility for Unsubsidized Direct Loans.

**Effective 3/29/15 Plus borrowers who are denied with an adverse credit history but are determined eligible by appeal because of satisfactorily meeting the extenuating circumstances provision or by obtaining an endorser are REQUIRED to complete special PLUS loan counseling.

For additional terms and conditions of this type of loan, Direct Loan origination fee percentages, and current interest rates we recommend accessing the following website: studentaid.ed.gov.

State Financial Aid Programs

Undergraduate Only

The State of Tennessee offers several grants and scholarships. Grants include the Tennessee Student Assistance Award Program, Helping Heroes Grant, and the Tennessee Hope Foster Child Tuition Grant. Scholarships include the Tennessee Education Lottery Scholarship Program and the Ned McWherter Scholarship. The Tennessee Reconnect Scholarship is available for students seeking an associate degree.

For more information on any of the grants or scholarships visit the state website at tn.gov/collegepays.

Additional State Resources

Vocational Rehabilitation Grants

These grants are made through the Department of Human Services for students who have a 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.

Additional Resources Available

Employee Reimbursement

Many employers offer tuition reimbursement for students furthering their education. The student should contact the Human Resource Department at their place of employment to see if their employer has 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 tn.gov/collegepays, careerinfonet.org/scholarshipsearch, and studentaid.ed.gov. Avoid scams; never pay for help to find funding for college, do not pay for someone to complete the FAFSA or 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 student's credit rating. The interest rates vary based on the student's credit score and if they have a cosigner. We recommend 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.

Veterans Benefits

Students eligible for veterans' benefits should contact the Veterans Certification Officer. Application for Veterans' Administration benefits

cannot be processed until the applicant has received full admission to a degree program.

Federal and State Aid Return Policies

Dropping a Module:

If a student drops a module or withdraws, it can greatly affect the amount of Financial Aid they have been awarded. Financial aid funds that have been credited to the student's 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.

Bethel University recommends contacting the Financial Aid Office before dropping any course to determine how it will affect the student's account. Below is the information Bethel is required to provide a student concerning dropping a module or withdrawing.

The following information is also available on Student Aid on the Web at 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 original enrollment status was full-time in a term or semester, the chart that follows 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:

When a student drops a module they are 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 the student 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 the student has registered at the time those modules began OR

- 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, and Federal Supplemental Educational Opportunity Grant (FSEOG).

When a student withdraws during the 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 a student has 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 Federal government.

The amount of assistance a student earns 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, the student earns all the assistance they were scheduled to receive for that period that is not based on the enrollment status of full-time, ¾ time, ½ time, or 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 earned funds, they might 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 disbursing the funds. A student may choose to decline some or all of the loan funds so that they do not 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 must obtain 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 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 will return funding based on Federal Title IV guidelines.

If Bethel University is not required to return all of the excess funds, the student must return the remaining amount. The student (or parent for a PLUS Loan) must repay any loan funds required to be returned 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 to the Department of Education 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 the school was required to return. For additional information regarding Bethel University's refund policy, please contact the school. Bethel University can also provide the student with the requirements and procedures for officially withdrawing from school.

If a student has any questions about 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, students 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 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:

1. Cumulative Grade Point Average
2. Completion Ratio
3. Maximum Time Limit

1. Cumulative Grade Point Average (CGPA) - Qualitative Measure
Students must be making academic progress toward graduation by maintaining the following minimum CGPA:

Undergraduate Students
- 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

Students must maintain a cumulative grade point average of 3.0 throughout the program.

2. 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.

3. 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.

- An undergraduate example: Undergraduate students must complete 128 hours to graduate, 128 X 150% = 192 hours maximum.
- A graduate example: Graduate students must complete 36 hours to graduate, 36 X 150% = 54 hours maximum.

Four SAP Statuses

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

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

1. In Good Academic Standing (IGAS)

The 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 a student is meeting all three SAP measurements at the end of the FAW period, the 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)

Students who fail to meet all three SAP measurements during the FAW semester or fail all courses during a semester will be placed on FAC. 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 successfully following an academic plan. The academic plan is designed for the individual student to achieve SAP at a determined reasonable period of time. Students that do not successfully complete the plan will be placed on the FAC status again.

Satisfactory Academic Progress Appeal Process

Students whose financial aid was canceled 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 students 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 the student, it will request additional documentation from the student. 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 upon factors that include, but are not limited 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. The plans are 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 contact 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.

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. Upon satisfactory completion, the student will be removed from probationary status.

Appeal Denied

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

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

  AND

- Notify the Financial Aid Office administering aid for their program when the student has 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

The 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. Students seeking an endorsement, licensure, or formal certification need to work with the Office of Financial Aid to see what assistance is available.

Curriculum Organization

Undergraduate

The undergraduate curriculum for Bethel University's College of Professional Studies is organized into 4 parts:

1. General Education Core

2. Program Core

3. Major Requirements

4. Elective Requirements

Each element is described below. Administrative responsibility is given to the academic department and the vice-president. All on-campus classes meet once per week for five weeks in four-hour sessions, usually during the evening. All online classes consist of five-week courses with weekly homework and participation assignments.

The University Parallel General Education Program
Bethel University believes the General Education Program is the foundation of a liberal arts education. It supports the mission of the University by providing breadth of knowledge and placing the multiple disciplines in perspective. The General Education Program promotes critical thinking and reflection which support the depth of knowledge offered in the majors while providing students with shared learning experiences.

University Parallel/General Education Required Courses
Total of 30-33 semester hours of University Parallel/General Education required courses.

- 3 semester hrs. College Orientation Experience (specified for some majors)

- 6 semester hrs. English Composition

- 6 semester hrs. Humanities/Fine Arts (specified for some majors)

- 6 semester hrs. Mathematics/Science (specified for some majors)

- 6 semester hrs. Social Science (specified for some majors)

- 6 semester hrs. Religion or Philosophy (specified for some majors)

University Parallel/General Education Outcomes

1. Students will develop effective written communication skills.

2. Students will be able to identify the basic principles of scientific methodology.

3. Students will be able to identify the basic principles of quantitative reasoning.

4. Students will be able to demonstrate an understanding of the scholarly dimension of religious studies.

5. Students will be able to demonstrate an appreciation of the arts.

6. Students will be able to demonstrate effective critical thinking skills.

7. Students will be able to demonstrate an understanding of the historic dimensions of the human experience.

The Program Core

As part of Bethel University's effort to simplify and clarify its curriculum, the University 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.

Major Requirements in the College of Professional Studies

All Major courses are offered in a cohort-based format. Groups start on a rolling basis throughout the year and each cohort consists of a small group of adult learners. The adult learners typically remain together as a group during the entire program.

General Education Requirements

Associate of Applied Science (21 semester hours)

— Freshman Composition 3 credit hours
— Humanities/Fine Arts 3 credit hours
— Mathematics/Natural Science 3 credit hours
— Social Science 3 credit hours
— Religion 3 credit hours
— Computer Skills 3 credit hours
— Communications 3 credit hours

Associate of Art (30 semester hours)

- — Freshman Composition 6 credit hours
- — Humanities/Fine Arts 3 credit hours
- — Mathematics/Natural Science 3 credit hours
- — Social Science 6 credit hours
- — Religion 6 credit hours
  (may substitute 3 hours of Philosophy or Ethics)
- — Computer Skills 3 credit hours
- — Communications 3 credit hours

Bachelor of Science (CJ and ESM) (33 semester hours)

- — Freshman Composition 6 credit hours
- — Humanities/Fine Arts 6 credit hours
- — Mathematics/Natural Science 6 credit hours
- — Social Science 6 credit hours
- — Religion 6 credit hours
  (may substitute 3 hours of Philosophy or Ethics)
- — Computer Skills 3 credit hours

Bachelor of Science (MOD and OL) (30 semester hours)

- — Freshman Composition 6 credit hours
- — Humanities/Fine Arts 6 credit hours
- — Mathematics/Natural Science 6 credit hours
- — Social Science 6 credit hours
- — Religion 6 credit hours
  (may substitute 3 hours of Philosophy or Ethics)

Elective Requirements

Special offering courses are general elective courses designed to provide breadth to the curriculum in the undergraduate programs. Classes offered as special offerings meet once per week for five weeks in four hour sessions, usually in the evening or on Saturday.

- • In the associate degree programs Bethel University requires a minimum of 9 elective semester hours. The associate elective requirements are limited to courses that are directly related to the chosen degree.

- • In the bachelor degree programs Bethel University requires a minimum of 47 semester hours in elective courses. The elective requirements may be fulfilled by any combination of transfer credit, experiential learning credit, challenge exams, or courses taken at Bethel University.

Associate Degree Programs

At the associate level, the College offers three degree options:

— Associate of Applied Science
— Associate of Arts
— Associate of Science

There are eight programs of study for the associate student. Each program of study has a set list of required major courses.

Major Elective Requirements

To supplement the required major courses, Bethel University has added Major Elective requirements Which vary by program. These Major Elective requirements may be fulfilled by transfer credit, experiential learning credit, challenge exams, or courses taken at Bethel University. (See Transfer Credit) In all cases, the Major Elective courses that are taken or used for this requirement must directly relate to the major, i.e. criminal justice courses for criminal justice majors, business for business, etc.

An associate degree may not be earned in a program or field in which the student has previously earned a bachelor's degree at Bethel University. A maximum of thirty semester transfer hours may be applied toward an associate degree. A minimum of 30 semester hours must be earned through Bethel University. (See Residency Requirements in Academic Policies)

* For the exact order that courses are offered in each term, students should refer to their cohort calendar.

Associate of Arts in Criminal Justice (60 hours)

A. General Education Core (30 hours)

- — Freshman Composition – 6 hrs.

- — Humanities – 3 hrs.

- — Mathematics/Science – 3 hrs.

- — Religion – 6 hours (up to 3 hours may be a Philosophy course)

- — Social Science – 6 hrs.

- — CIS – 3 hrs.

- — Communications – 3 hrs.

B. Criminal Justice Major (30 hours)

- — COE 1005 Online Success in Professional Studies

- — CCJ 1005 Fundamentals of Criminal Justice

- — CCJ 1150 Foundations of Corrections

- — CCJ 1250 Introduction to the U.S. Court System

- — CCJ 2000 Overview of Criminal Procedure

- — CCJ 2010 Introduction to Law Enforcement

- — CCJ 2200 Drugs in Society

- — CCJ Electives (9 hours)

Associate of Applied Science in Criminal Justice (60 hours)

A. General Education Core (21 hours)

— Freshman Composition – 3 hrs.

— Humanities – 3 hrs.

— Mathematics/Science – 3 hrs.

— Religion – 3 hrs.

— Social Science – 3 hrs.

— CIS – 3 hrs.

— Communications – 3 hrs.

B. Criminal Justice Major (39 hours)

— COE 1005 Online Success in Professional Studies

— CCJ 1005 Fundamentals of Criminal Justice

— CCJ 1150 Foundations of Corrections

— CCJ 1250 Introduction to the U.S. Court System

— CCJ 2000 Overview of Criminal Procedure

— CCJ 2010 Introduction to Law Enforcement

— CCJ 2200 Drugs in Society

— CCJ Electives (18 hours)

Associate of Arts in Business (60 hours)

A. General Education Core (30 hours)

- — Freshman Composition – 6 hrs.
- — Humanities – 3 hrs.
- — Mathematics/Science – 3 hrs.
- — Religion – 6 hours (up to 3 hours may be a Philosophy course)
- — Social Science – 6 hrs.
- — CIS – 3 hrs.
- — Communications – 3 hrs.

B. Business Major (30 hours)

- — ECO 1000 Introduction to Economics
- — COE 1005 Online Success in Professional Studies
- — ACT 1050 Fundamentals of Accounting I
- — BUS 1100 Introduction to Management
- — BUS 1150 Concepts to Business
- — BUS 1200 Introduction to Marketing
- — BUS 1400 Introduction to Finance
- — BUS Electives (9 hours)

Associate of Applied Science in Business (60 hours)

A. General Education Core (21 hours)

— Freshman Composition – 3 hrs.

— Humanities – 3 hrs.

— Mathematics/Science – 3 hrs.

— Religion – 3 hrs.

— Social Science – 3 hrs.

— CIS – 3 hrs.

— Communications – 3 hrs.

B. Business Major (39 hours)

— ECO 1000 Introduction to Economics

— COE 1005 Online Success in Professional Studies

— ACT 1050 Fundamentals of Accounting I

— BUS 1100 Introduction to Management

— BUS 1150 Concepts to Business

— BUS 1200 Introduction to Marketing

— BUS 1400 Introduction to Finance

— BUS Electives (18 hours)

Associate of Arts in Business: Customer Relationship Management Concentration (60 hours)

A. General Education Core (30 hours)

— Freshman Composition – 6 hrs.

— Humanities – 3 hrs.

— Mathematics/Science – 3 hrs.

— Religion – 6 hours (up to 3 hours may be a Philosophy course)

— Social Science – 6 hrs.

— CIS – 3 hrs.

— Communications – 3 hrs.

B. Customer Relationship Management Major (30 hours)

— COE 1005 Online Success in Professional Studies

— BUS 1150 Concepts to Business

— MOD 1500 Introduction to Group Dynamics

— CRM 1200 Introduction to Retailing

— CRM 2000 Introduction to Customer Service

— CRM 2100 Leadership in Customer Service

— CRM 2500 Professionalism in Customer Service

— CRM Electives (9 hours)

Associate of Applied Science in Business: Customer Relationship Management Concentration (60 hours)

A. General Education Core (21 hours)

— Freshman Composition – 3 hrs.

— Humanities – 3 hrs.

— Mathematics/Science – 3 hrs.

— Religion – 3 hrs.

— Social Science – 3 hrs.

— CIS – 3 hrs.

— Communications – 3 hrs.

B. Customer Relationship Management Major (39 hours)

— COE 1005 Online Success in Professional Studies

— BUS 1150 Concepts to Business

— MOD 1500 Introduction to Group Dynamics

— CRM 1200 Introduction to Retailing

— CRM 2000 Introduction to Customer Service

— CRM 2100 Leadership in Customer Service

— CRM 2500 Professionalism in Customer Service

— CRM Electives (18 hours)

Associate of Arts in Liberal Arts - On-Campus (60 hours)

A. General Education Core (30 hours)

— Freshman Composition – 6 hrs.

— Humanities – 3 hrs.

— Mathematics/Science – 3 hrs.

— Religion – 6 hours (up to 3 hours may be a Philosophy course)

— Social Science – 6 hrs.

— CIS – 3 hrs.

— Communications – 3 hrs.

B. Liberal Arts Major (30 hours)

— COE 105 Introduction to Professional Studies

— MOD 101 Portfolio Development

— BUS 113 Principles of Business

— BUS 120 Fundamentals of Personal Finance

— MOD 205 Group Dynamics

— BUS 300 Business and Professional Writing

—12 additional hours of 100-200 level elective courses (may use transfer credit).

Associate of Science in Liberal Arts - Online (60 hours)

A. General Education Core (36 hours)

- — Freshman Composition – 6 hrs.

- — Humanities – 6 hrs.

- — Mathematics/Science – 6 hrs.

- — Religion – 6 hours (up to 3 hours may be a Philosophy course)

- — Social Science – 6 hrs.

- — CIS – 3 hrs.

- — Communications – 3 hrs.

B. Liberal Arts Major (24 hours)

- — COE 1005 Online Success in Professional Studies

- — BUS 1175 Introduction to Personal Finance

- — MOD 1500 Introduction to Group Dynamics

- — MOD 2620 Managing Stress

- — MOD 2615 Critical Thinking for Managers

- — HEA 2020 Personal Fitness and Wellness

- — Select six additional hours of 100-200 level elective courses (may use transfer credit).

Bachelor's Degree Programs

At the baccalaureate level, the College offers four degree completion programs:

- Criminal Justice
- Emergency Services Management
- Management and Organizational Development
- Organizational Leadership

Management and Organizational Development has three concentrations and Organizational Leadership has five, bringing the total to ten degree options for the baccalaureate student.

The Criminal Justice and Emergency Services Management programs each consist of fifteen required courses totaling 45 semester hours. The major requirements for the Management and Organizational Development (MOD) and the Organizational Leadership (OL) programs have a major portion and a concentration portion totaling 45 semester hours. The major consists of nine required courses totaling 27 semester hours. The concetration consists of six required courses totaling 18 semester hours.

Note: These degree-completion majors are available through the College of Professional Studies only to the nontraditional student who has 3+ years of work experience or other applicable experience and who has already completed a minimum of 30 semester hours of college credit. There are five concentration options to this program: Management, Healthcare Management, Customer Relationship Management, Information Technology, and Fire Science.

* Note: 128 credit hours are required to graduate with a Bachelor of Science degree. The balance of the credits needed after the major coursework is completed can be fulfilled with electives, previous transferred credit, and other advanced standing credit options.

** For the exact order that courses are offered in each term, students should refer to their cohort calendar.

Management & Organizational Development
(on-campus - 128 semester hours*)

A. General Education Core Requirements – 30 semester hours**
— 6 hours of Freshman Composition

— 6 hours of Humanities

— 6 hours of Mathematics and/or Science

— 6 hours of Social Science

— 6 hours of Religion (up to 3 hours may be a Philosophy course)

B. Program Core – 4 semester hours**
— 3 hours - Computer Information Systems

— 1 hour - COE 415 On-Campus Practicum

C. Major Requirements 27 semester hours**

Courses that are common to all three tracks of this program:
— MOD 301 Introduction to Adult Learning

— MOD 310 Issues in Management

— MOD 320 Systems Approach to Organizational Change

— MOD 350 Human Behavior in Organizations

— MOD 410 Quantitative Approaches to Managerial Decision Making

— MOD 420 Issues in Marketing

— MOD 430 Business, Government, and the International Economy

— MOD 440 Strategic Planning

— MOD 450 Ethical and Legal Environment of Organizations

D. Concentration Requirements 18 semester hours**
After completing the above nine courses of the Management & Organizational Development major, students begin the specialized courses for one of three concentrations: Management, Healthcare Management, or Information Technology. The concentration-specific courses for each different track are listed below.

D1. Additional courses for the Management Track**
— MOD 330 Information Systems

— MOD 341 Foundations of Leadership

— MOD 360 Intro to Research Methods and Analysis Using Statistics

— MOD 380 Followership

— MOD 400 Human Resource Management

— Major Electives (choose 1 from the following)

- MOD 4351 Sales Management

- MOD 4455 Crisis Management in Business

- MOD 4550 Business & Society

- MOD 470 Organizational Research Project

- MOD 4810 Legal Environment of Business

D2. Additional courses for the Healthcare Management Track**
— HM 4510 Financing in Healthcare

— HM 4521 Healthcare Information Management

— HM 4530 Overview of Healthcare Policy in the U.S.

— HM 4540 Managing Human Resources in Healthcare

— HM 4550 Healthcare Leadership

— HM 4561 Strategic Planning and Execution in Healthcare

D3. Additional courses for the Information Technology Track**
— CIS 3070 Management Information Systems

— IT 4500 IT Management

— IT 4510 Data Security

— IT 4520 Managing IT Human Resources

— IT 4530 Understanding Service Oriented Architecture

— IT 4540 E-Commerce

E. Elective Courses - 49 semester hours

Organizational Leadership
(Online - 128 semester hours*)

A. General Education Core Requirements – 30 semester hours**
— 6 hours of Freshman Composition

— 6 hours of Humanities

— 6 hours of Mathematics and/or Science

— 6 hours of Social Science

— 6 hours of Religion (up to 3 hours may be a Philosophy course)

B. Program Core – 7 semester hours**
— 3 hours - Computer Information Systems

— 1 hour - COE 4000 Online Practicum

— 3 hours - OL 1150 Business in a Changing World

C. Major Requirements 27 semester hours**

Courses that are common to all five tracks of this program:
— OL 3051 Introduction to Adult Online Learning

— OL 3100 Management

— OL 3210 Principles of Managerial Accounting

— OL 3225 Survey of Marketing

— OL 3230 Organizational Theory

— OL 3390 Organizational Analysis

— OL 4000 Understanding the Economics of Business

— OL 4240 Strategic Management

— OL 4245 Human Resources

D. Concentration Requirements 18 semester hours**
After completing the above nine courses of the Organizational Leadership major, students begin the specialized courses for one of four concentrations: Business Management, Healthcare Management, Information Technology, Customer Relationship Management, or Fire Science. The concentration-specific courses for each different track are listed below.

D1. Additional courses for the Business Management Track**
— OL 3240 Business Statistics

— OL 3245 The Ethics of Business

— OL 3350 Leadership

— OL 3360 Managing Information Systems

— OL 4300 Consumers & Marketing

— Major Elective (choose 1 from the bulleted list below)
- MOD 4351 Sales Management
- MOD 4455 Crisis Management in Business
- MOD 4550 Business & Society
- OL 4705 Organizational Analysis II
- MOD 4810 Legal Environment of Business

D2. Additional courses for the Healthcare Management Track
— HM 4510 Financing in Healthcare

— HM 4521 Healthcare Information Management

— HM 4530 Overview of Healthcare Policy in the U.S.

— HM 4540 Managing Human Resources in Healthcare

— HM 4550 Healthcare Leadership

— HM 4561 Strategic Planning and Execution in Healthcare

D3. Additional courses for the Information Technology Track**
— OL 3360 Managing Information Systems

— IT 4500 IT Management

— IT 4510 Data Security

— IT 4520 Managing IT Human Resources

— IT 4530 Understanding Service Oriented Architecture

— IT 4540 E-Commerce

D4. Additional courses for the Customer Relationship Management Track**
— MOD 2150 Business Communications

— CRM 3500 Customer Relationship Management

— CRM 3800 Customer Service

— CRM 4200 Services Management

— OL 4300 Consumers & Marketing

— CRM 4600 Services Marketing

D5. Additional courses for the Fire Science Track**
— FS 3307 Community Risk Reduction for the Fire & Emergency Services

— FS 4301 Political and Legal Foundations of Fire Protection

— FS 4303 Fire and Emergency Services Administration

— FS 4304 Fire Dynamics

— FS 4307 Analytical Approaches to Public Fire Protection

— FS 4309 Industrial Fire Protection

E. Elective Courses - 46 credit hours

Criminal Justice
(Online - 128 semester hours*)

A. General Education Core (33 hours) **
- — Freshman Composition – 6 hrs.
- — Humanities – 6 hrs.
- — Religion – 6 hours (up to 3 hours may be a Philosophy course)
- — Social Science – 6 hrs.
- — Mathematics/Science – 6 hrs.
- — Computer Information Systems – 3 hrs.

B. Criminal Justice Major (45 hours)**
- — OL 3051 Introduction to Adult Online Learning
- — CCJ 3010 Principles of Criminal Justice
- — CCJ 3090 Ethical Issues in Law Enforcement
- — CCJ 3210 Principles of Corrections
- — CCJ 3300 Statistics in Criminal Justice
- — CCJ 3500 Principles of Law Enforcement
- — CCJ 3605 Management for Law Enforcement
- — CCJ 3750 Criminal Procedure: Pre-Trial
- — CCJ 3820 Review of Forensic Science
- — CCJ 3950 Criminal Procedure: Adjudication
- — CCJ 4050 Introduction to Crime Theory
- — CCJ 4295 Introduction to Juvenile Justice
- — CCJ 4395 Community Based Corrections
- — CCJ 4495 Criminal Victimization
- — CCJ 4650 Crisis Management in Law Enforcement

C. Elective Courses (50 hours)

Emergency Services Management
(Online - 128 semester hours*)

A. General Education Core (33 hours) **
- — Freshman Composition – 6 hrs.
- — Humanities – 6 hrs.
- — Religion – 6 hours (up to 3 hours may be a Philosophy course)
- — Social Science – 6 hrs.
- — Mathematics/Science – 6 hrs.
- — Computer Information Systems – 3 hrs.

B. Emergency Services Management Major (45 hours)**
- — OL 3051 Introduction to Adult Online Learning
- — ESM 3000 Survey of Emergency Management
- — ESM 3100 Management of Terrorist Incidents
- — ESM 3200 Weapons of Mass Destruction
- — ESM 3300 Planning for Emergency and Disaster Management
- — ESM 3500 Terrorism in the Modern World
- — ESM 3700 Homeland Security Law and Public Policy
- — ESM 3800 Natural Disaster Planning and Management
- — ESM 3900 Risk Analysis and Threat Assessment
- — ESM 4100 Organizational Development in Emergency Mgmt. & Homeland Security Organizations
- — ESM 4200 Intro to Science and Hazards
- — ESM 4300 Management of Human Resources in Public Service Organizations
- — ESM 4400 Strategic Planning in Public Safety & Emergency Response Organizations
- — ESM 4500 Financial Management of Emergency Response Organizations
- — ESM 4600 Leadership in Emergency Management Organizations

C. Elective Courses (50 hours)

Graduate Degree Programs

Master of Business Administration Program

The Master of Business Administration degree program is a 36 hour program with four concentration options: Academic Practitioner, Executive, Healthcare Administration, and Human Resource Management. The cohort – based program is offered in a blended format with online and face-to-face components. The program provides technology to students to facilitate the learning process. Cohorts start throughout the year.

For the exact order that courses are offered in each term, students should refer to their cohort calendar.

Academic/Practitioner MBA

Designed for students without executive experience, the academic/practitioner track is our general MBA degree structured for professionals who desire to teach business at the collegiate level. Predominately course-based, the track includes eight required courses and four elective courses. Three seminars can be substituted for one elective course. A maximum of six seminars may be taken. This track requires approximately 19 months to complete.

Academic/Practitioner Track (36 hours):

- — MBA 502 Organizational Behavior
- — MBA 514 Statistical Analysis
- — MBA 520 Marketing Management
- — MBA 506 Managerial Economics
- — MBA 524 Managerial Accounting
- — MBA 516 Business Ethics
- — MBA 504 Organizational Development
- — MBA 522 Strategy and Managerial Decision-Making

Elective Courses (choose 12 hours)

- — MBA 518 Management Information Systems
- — MBA 536 Marketing Through Social Media
- — MBA 690A Seminar I, II, III, IV, V, VI (maximum of 6 hrs.)
- — MBA 528 Managerial Finance
- — MBA 530 Human Resource Management
- — MBA 532 Leadership

Executive MBA

Designed for students with executive experience, the executive track includes seven required courses, two electives, and a six-credit hour research project. The executive track requires approximately 21 months to complete. This may be accelerated by taking multiple courses at once. Students pursuing the executive track should have full-time executive experience in a managerial or professional position.

<u>Executive Track (36 hours):</u>

— MBA 502 Organizational Behavior

— MBA 504 Organizational Development

— MBA 506 Managerial Economics

— MBA 514 Statistical Analysis

— MBA 516 Business Ethics

— MBA 520 Marketing Management

— MBA 522 Strategy and Managerial Decision-Making

— MBA 524 Managerial Accounting

— MBA 650 Organizational Development Project (6 hours)

Elective Courses (choose 6 hours)

— MBA 690A Seminar I, II, III (maximum of 3 hrs.)

— MBA 518 Management Information Systems

— MBA 528 Managerial Finance

— MBA 530 Human Resource Management

— MBA 532 Leadership

Healthcare Administration MBA

This track is fully course-based and is designed for professionals working in hospitals, nursing homes, hospice care, insurance companies, provider networks, or government policy organizations. The Healthcare Administration track prepares professionals to better understand and analyze the business side of healthcare. This track requires twelve courses and takes approximately 23 months to complete. Students may accelerate this track by taking multiple courses concurrently. This concentration is offered at specific times during the academic year. Please inquire with your Bethel representative to learn about upcoming start dates.

<u>Healthcare Administration Track (36 hours):</u>

— MBA 502 Organizational Behavior

— MBA 506 Managerial Economics

— MBA 514 Statistical Analysis

— MBA 520 Marketing Management

— MBA 524 Managerial Accounting

— HCA 501 Healthcare Administration

— HCA 511 Healthcare Financial Management

— HCA 521 Healthcare Information Technology

— HCA 531 Healthcare Policy Analysis and Decision-Making

— HCA 541 Human Resource Administration in Healthcare

— HCA 551 Leading Healthcare Organizations

— HCA 561 Quality Strategic Planning and Execution in Healthcare

Human Resource Management MBA

The MBA-HRM concentration allows students seeking a robust program in the study of human resources to learn from experts with both a terminal degree and practical experience in the field. Aligned with SHRM's HR Education Guidelines, the MBA-HRM concentration prepares students to sit for designated HR credentialing exams. It also allows students to be uniquely qualified and competitive in the HR marketplace. This track requires twelve courses and takes approximately 23 months to complete. Students can accelerate this track by taking multiple courses concurrently.

<u>Human Resource Management Track (36 hours):</u>

— MBA 502 Organizational Behavior

— MBA 506 Managerial Economics

— MBA 514 Statistical Analysis

— MBA 520 Marketing Management

— MBA 524 Managerial Accounting

— MBA 530 Human Resource Management

— HRM 508 Employee Relations

— HRM 516 Workforce Planning and Staffing

— HRM 524 Total Rewards: Compensation and Benefits

— HRM 532 Performance Management in Organizations

— HRM 540 Risk Management

— HRM 548 Strategic HR

Master of Science Program

Criminal Justice (36 hours)

The Master of Science in Criminal Justice (MSCJ) graduate degree is offered through online instruction in our virtual campus. The MSCJ program is designed for law enforcement professionals and others interested in advancing their careers in Criminal Justice.

Core Courses (30 hours)

— CCJ 5000 Topics in Criminal Justice

— CCJ 5100 Diversity in the Criminal Justice System

— CCJ 5200 Administration of Organizations in the Criminal Justice System

— CCJ 5300 Crime Mapping

— CCJ 5400 Research Methods

— CCJ 5500 Criminal Law

— CCJ 5600 Criminological Theory

— CCJ 5700 Administration of Corrections Organizations

— CCJ 5800 Ethics in Criminal Justice

— CCJ 5900 Homeland Security Assessment

Elective Courses (choose 6 hours)

— CCJ 6000 Organizational Development

— CCJ 6100 Human Resources in Law Enforcement

— CCJ 690A Seminar I, II, III (maximum of 3 hrs.)

Certificate Programs

Undergraduate

Bethel University College of Professional Studies offers undergraduate certificate programs in six concentration areas. Certificate programs are a quick, affordable way to advance skills in a specific field. Certificate programs require one college-level English course and 18 college credit hours as outlined below. Credits earned in the undergraduate certificate program can transfer into a bachelor's degree in the College of Professional Studies.

Business Management
— OL 3350   Leadership
— MOD 4351   Sales Management
— MOD 4455   Crisis Management in Business
— MOD 4550   Business & Society
— OL 4705   Organizational Analysis II
— MOD 4810   Legal Environment of Business

Healthcare Management
— HM 4510   Financing in Healthcare
— HM 4521   Healthcare Information Management
— HM 4530   Overview of Healthcare Policy in the U.S
— HM 4540   Managing Human Resources in Healthcare
— HM 4550   Healthcare Leadership
— HM 4561   Strategic Planning and Execution in Healthcare

Information Technology
— OL 3360   Managing Information Systems
— IT 4500   IT Management
— IT 4510   Data Security
— IT 4520   Managing IT Human Resources
— IT 4530   Understanding Service Oriented Architecture
— IT 4540   E-Commerce

Customer Relationship Management
— MOD 2150   Business Communications
— CRM 3500   Customer Relationship Management
— CRM 3800   Customer Service
— CRM 4200   Services Management
— OL 4300   Consumers & Marketing
— CRM 4600   Services Marketing

Criminal Justice

— CCJ 3820 Review of Forensic Science
— CCJ 3950 Criminal Procedure: Adjudication
— CCJ 4050 Introduction to Crime Theory
— CCJ 4295 Introduction to Juvenile Justice
— CCJ 4395 Community Based Corrections
— CCJ 4495 Criminal Victimization

Emergency Services Management

— ESM 4100 Organizational Development in Emergency Management & Homeland Security Organizations
— ESM 4200 Intro to Science and Hazards
— ESM 4300 Management of Human Resources in Public Service Organizations
— ESM 4400 Strategic Planning in Public Safety & Emergency Response Organizations
— ESM 4500 Financial Management of Emergency Response Organizations
— ESM 4600 Leadership in Emergency Management Organizations

Graduate

Bethel University offers graduate certificates in four concentration areas for students who have already earned a bachelor's degree. Graduate-level certificates require 18 hours of specified graduate level courses in the field of interest. Credits earned in the graduate certificate program may transfer into a Bethel master's degree later. *

*Graduate program credits are valid to transfer for a period of 7 years from time of completion to time of graduation from Bethel University. Admission to Bethel University graduate programs is competitive and is not guaranteed. (See Graduate Admission Requirements and Standards.)

Business Administration
— MBA 516   Business Ethics
— MBA 520   Marketing Management
— MBA 522   Strategy and Managerial Decision-Making
— MBA 524   Managerial Accounting
— MBA 530   Human Resource Management
— MBA 532   Leadership

Human Resource Management
— MBA 520   Marketing Management
— MBA 524   Managerial Accounting
— MBA 530   Human Resource Management
— HRM 524   Total Rewards: Compensation and Benefits
— HRM 532   Performance Management in Organizations
— HRM 540   Risk Management

Healthcare Administration
— HCA 501   Healthcare Administration
— HCA 511   Healthcare Financial Management
— HCA 531   Healthcare Policy Analysis and Decision-Making
— HCA 541   Human Resource Administration in Healthcare
— HCA 551   Leading Healthcare Organizations
— HCA 561   Quality Strategic Planning and Execution in Healthcare

Criminal Justice
— CCJ 5300   Crime Mapping
— CCJ 5400   Research Methods
— CCJ 5500   Criminal Law
— CCJ 5600   Criminological Theory
— CCJ 5700   Administration of Corrections Organizations
— CCJ 5800   Ethics in Criminal Justice

Faculty

Undergraduate Business

Devon Anderson

Mary Jane Andrews

Susan Bailey

Dorothy Black

Rachel Blackwood

James D. Blasick

John Blumer

Kathryn Broyles

Karen Cavaness

Molly Coffman

Sandi Deming

Keith Eason

James Hampton

William Harwood

Leslie Henegar

Andrew Holt

Donald Hornbuckle

Pamela D. Hornbuckle

Allison Keane

Caleb Kersey

Angelo Lamar

Roderick Leupp

Carrie Miller

Diane Minger

Douglas Newson

Joan Papes

John Petrov

Daniel Pigg

Paul Redden

Jacqueline Riddle

Larry D. Ridley

Jadrea Romines

Chris Rose

Robin Salyers

Tracy Sipma

Anthony Skipper

Tony Smith

Magdalena Soklowski

Bruce Steele

Dennis Trull

Helen Cynthia Tubb

Sila Tuju

Butch Varner

Patti Vinson

Dale Williams

Allen Willis

Regina Willis

Master of Business Administration

Danielle Babb

Phyllis Campbell

Ron Deming

Gregory Evans

Linda Joyce Gunn

Melissa Hickman

Michael Kenny Holt

Kimberly A LaFevor

Stephen Langston

Nassar S Nassar

Jeff Snodgrass

Gail Southwell

Lisa Tyler

Shea West Slonaker

Criminal Justice

George Ackerman

Gerald Beavers

Cynthia Bowker

Joyce Brooks

David T. Corley

Patricia Drown

Keith Edwards

Jimmy Farris

Jerry Findley

Jeremy Francis

Theresa Grisham

Kenneth Jones

Michael Kane

Barry Michael

Michael Miller

Mark Murtha

Michael Pittaro

Jason Poore

David Rausch

Wendy Williams

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Course Descriptions

Undergraduate

ACCOUNTING

ACT 1050 Fundamentals of Accounting I (3 hours)
This course provides Associate students with an introduction to basic theory and practices of accounting. Students are introduced to basic business transactions, payroll, financial statements, and current accounting trends.

ACT 1150 Fundamentals of Accounting II (3 hours)
In this course, you will complete your studies of basic financial accounting

and move into the basic concepts and computations of managerial accounting. Prerequisite: Fundamentals of Accounting I

BIOLOGY

BIO 1009 Biology Today (3 hours)
Broad coverage of the biological sciences. Topics include natural phenomena, scientific methodology, and current issues related to biology and society.

BUSINESS

BUS 1100 Introduction to Management (3 hours)
This course is an overview of the management function within an organization.

BUS 113 Principles of Business (3 hours)
This course explores the interrelationships of management, marketing, professional communication, and finance.

BUS 1140 Personal and Family Finances (3 hours)
This class is a survey of personal finance. Topics include goal setting, cash management, budgeting, purchasing, insurance and investments, tax planning, and estate planning.

BUS 1150 Concepts of Business (3 hours)
A survey of the fundamental aspects of business. Topics covered include entrepreneurship, management/leadership, marketing, accounting, law, financial management, and global challenges to business.

BUS 1175 Introduction to Personal Finance (3 hours)
This course focuses on management of personal resources, investments, and financial decision making.

BUS 120 Fundamentals of Personal Finance
This course presents a framework of personal money management concepts, including establishing goals, sources of income, a budget, and insurance. The course will also explore planning for adequate retirement and estate planning.

BUS 1200 Introduction to Marketing (3 hours)
This course is an overview of the marketing functions including sales, promotion, consumer behavior, and research.

BUS 1300 Introduction to Accounting (3 hours)
This course is an overview of financial and managerial accounting principles.

BUS 1400 Introduction to Finance (3 hours)
This course is an overview of the basic principles of finance. Topics covered in the course include financial analysis and financial risk, characteristics and valuations of securities, capital investment analysis and decision making, the capital structure of the firm, financial leverage, and international finance. The aim is to use financial information to make sound business decisions.

BUS 265 Microcomputer Applications for Business (3 hours)
Topics discussed are computer terminology, hardware, software, operating systems, and information systems relating to the business environment. The main focus of this course is on business applications of software, including word processing, spreadsheets, databases, presentation graphics and business-oriented utilization of the Internet.

BUS 2700 Productivity Applications (3 hours)
A course designed to introduce adult learners to Google Docs, Sheets, and Slides and other microcomputer applications.

BUS 300 Business and Professional Writing (3 hours)
Business presentations, progress reports, statistical and research reports, interview techniques, and the use of communication technology in the professional business setting are explored.

COLLEGE ORIENTATION EXPERIENCE

COE 105 Introduction to Professional Studies (3 hours)
This course sets the groundwork for success in meeting educational goals in the College of Professional Studies. Topics include study skills, financial aid, library orientation, college catalog and curriculum, and registration. There is also an overview of computer skills and computer software necessary for success.

COE 1005 Online Success in Professional Studies (3 hours)
This course is designed for online students only. It provides students with the necessary skills for success in a Virtual Classroom. Emphasis is placed on professional discussion in the virtual environment. Other topics cover student support services, virtual library literacy, financial aid, and academic planning.

COE 109/COE 1009 Introduction to University Writing (3 hours)
An introduction to the practices of university writing. The emphasis is on developing rhetorical knowledge; critical thinking, reading, and writing skills; understanding of the processes of writing; and knowledge of conventions. This course does not fulfill General Education English requirements. (COE 109 is face-to-face)

COE 4000 Online Practicum (1 hour)
The Online practicum will prove the student with information designed assist with job searching and career building. Students will not only learn about themselves and their career goals, but how to strengthen their skill set. Topics include Networking, Resume Writing, Cover Letters, Interviews, Follow-up and Negotiation.

COMPUTER INFORMATION SYSTEMS

CIS 307- Management Information Systems
Organization and structure of management information systems; design and implementation of management information systems; evaluation of hardware and software requirements and development of management information system policies. Laboratory. Same as BUS 307.

CIS 3070 Management Information Systems
Organization and structure of management information systems: design and implementation of management information systems, evaluation of hardware and software requirements, and development of management information system policies.

CRIMINAL JUSTICE

CCJ 1005 Fundamentals of Criminal Justice (3 hours)
This course is a basic study of the criminal justice system. It involves an analysis of the criminal justice system focusing on the police, courts, and corrections.

CCJ 1020 Introduction to Police Crime Control Strategies (3 hours)
This course examines historic and philosophical content of police crime control strategies. Additionally, the course will study emerging formats, proactive investigations, and systematic strategic approaches to reducing crime, deployment issues, and structured evaluative research.

CCJ 1025 Introduction to Deviant Behavior (3 hours)
Deviant Behavior explores deviance in the United States and around the world. A wide range of deviant and criminal activities area is addressed. In addition, an overview of the prevalence and incidence of specific forms of deviant behavior are exposed looking at theoretical explanations.

CCJ 1030 Introduction to Delinquency in Society (3 hours)
This course is divided into three sections and will be broken into five classes. The first is the nature and extent of delinquency. The second section is delinquency theories and the third section is special topics in the juvenile justice system including delinquency prevention.

CCJ 1100 Introduction to Homeland Security (3 hours)
The purpose of this course is to provide a broad view of Homeland Security. The course will include homeland security from varied perspectives including terrorism and natural disasters. In addition, students will examine 9-11, national security and the security cycle, at the evolution of homeland security as well as future issues.

CCJ 1150 Foundations of Corrections (3 hours)
Discusses the trends and developments in all elements of a modern correctional system for the treatment of juvenile and adult offenders.

CCJ 1250 Introduction to the U.S. Court System (3 hours)
This course is an introduction to the U.S. court system as it relates to criminal procedure at the municipal, state and federal levels.

CCJ 2000 Overview of Criminal Procedure (3 hours)
This course is an overview of the constitutional parameters of the criminal justice process during all phases.

CCJ 2010 Introduction to Law Enforcement (3 hours)
This course is an overview of the policing function including community policing and juvenile policing.

CCJ 2200 Drugs in Society (3 hours)
This course explores the issues related to the use and abuse of drugs in contemporary society. The psychology of drug use and abuse are explored. The sociological implications of widespread drug use are considered.

CCJ 2550 Crime Investigation (3 hours)
This course covers the fundamental principles and procedures employed in the investigation of a crime. Emphasis is placed on the investigation of specific crimes, the identification of sources of information and the procedures necessary for the proper handling of evidence. This course is designed to develop a working knowledge of the steps of investigation beginning with the initial security of the crime scene and concluding with the presentation of evidence and proper testimony in court. Laboratory experiences are designed to reinforce the material covered in class lectures.

CCJ 3010 Principles of Criminal Justice (3 hours)
The agencies and processes involved in administering justice: the police, the prosecutor, the courts, and correctional systems. Focus is on the formal crime control process in the United States.

CCJ 3090 Ethical Issues in Law Enforcement (3 hours)
This course explores ethical issues, questions, and problems relevant to law enforcement. Emphasis will be placed on recognizing these ethical issues, applying personal and professional decision-making skills, explaining the consequences of ethical and unethical behaviors, and analyzing the roles of moral maturity and personal character in the professional life of law enforcement officers.

CCJ 3210 Principles of Corrections (3 hours)
An overview of the policies and practices that affect offenders in institutional and community settings. Topics of discussion include mandatory sentencing laws, offender education programs, institutional and community drug treatment programs, boot camps, house arrest, intensive supervision probation, work release, and community work service.

CCJ 3300 Statistics in Criminal Justice (3 hours)
Methods of analysis of statistical data frequently used in criminal justice decision-making.

CCJ 3410 The U. S. Court System (3 hours)
A look at the structure of the court system, court processes and an up-to-date review of current trends.

CCJ 3500 Principles of Law Enforcement (3 hours)
A course designed to provide students with an understanding of the foundations of law enforcement. Discussion begins with the history of policing in this country and continues to topics that examine the relevant characteristics of city, state, and federal police work. Services and importance of different police activities (patrol, traffic, criminal investigation) are explained. Particular attention is paid to current issues and trends in law enforcement.

CCJ 3510 Community Policing (3 hours)
This course is an examination of community-oriented policing and problem solving (COPPS) in the context of ever-changing police departments and communities. Students will be introduced to the philosophy of community policing and problem solving in the United States and will develop an understanding of the processes involved in implementing COPPS in a law enforcement agency. Students will examine the evolution of community policing, the implementation of COPPS, and methods of evaluating COPPS initiatives.

CCJ 3605 Management for Law Enforcement (3 hours)
A systems-based course focusing on the organization, management, and administration of local, state, and federal criminal justice agencies with emphasis on how the structure and functions of such agencies affect the administration of justice.

CCJ 3750 Criminal Procedure: Pre-Trail (3 hours)
This course emphasizes the pre-trial rights of persons suspected or accused of crime. The topics covered include but are not limited to arrest, search and seizure, interrogation, and pre-trial processes.

CCJ 3810 Fraud Investigation (3 hours)
An introduction and overview of fraud investigations. A primary focus of this course will be the various types, causes, impacts, and laws related to fraud. Students in this course will work on analyzing current examples of fraud and applying best practices to investigations. In addition, students will work collaboratively to develop educational outreach information for the surrounding community.

CCJ 3820 Review of Forensic Science (3 hours)
The concepts, techniques, and methodologies of forensic science are examined in this course. Topics discussed may include fingerprint and firearm identification, forensic anthropology, odontology, serology, DNA tracing, forensic document examination, crime scene kits, and trace evidence.

CCJ 3950 Criminal Procedure: Adjudication (3 hours)
Examination of criminal procedure beginning with an accused's right to representation at a lineup and ending with post trial issues. Topics discussed are admissibility of evidence, search and seizure, prosecutorial and judicial misconduct, and sentencing. This is a continuation of CCJ 3750.

CCJ 4050 Introduction to Crime Theory (3 hours)
A survey of the major schools of thought related to crime causation with particular theories about crime and delinquency.

CCJ 4105 Drugs and the Justice System (3 hours)
This course focuses on the problems of illicit drug use in contemporary society. Students will also examine strategies used by criminal justice agencies to prevent and control illicit drug use.

CCJ 4120 Serial Killers (3 hours)
A course that will outline the cultural, family, religious and psychological profiles of serial killers as well as how they choose their victims. Stereotypes and myths will also be explored.

CCJ 4195 International Criminal Justice Systems (3 hours)
A comparison between the U.S. and various international criminal justice systems. Topics of discussion include criminal procedure, constitutions, court systems, law enforcement agencies, and correction systems.

CCJ 4295 Introduction to Juvenile Justice (3 hours)

An introduction to the concept of delinquency and the field of juvenile justice. Students will examine the nature of delinquency, as well as a variety of theories and suspected causes of delinquent behavior. Topics include gender, family, peers, drug use, school, and community. This course will also familiarize students with the history of juvenile justice and the juvenile justice process. Students will develop an understanding of the juvenile court process, juvenile detention, prevention and treatment.

CCJ 4395 Community-Based Corrections (3 hours)

A study of probation, parole, pre-trial release, and intermediate sanctions. Specifically, this course will review critical issues and trends in community-based corrections.

CCJ 4495 Criminal Victimization (3 hours)

An introductory course to the field of victimology. Student will discuss the history and theories behind criminal victimization; addressing issues such as race, gender, class, ethnicity, and sexual-orientation.

CCJ 4650 Crisis Management in Law Enforcement (3 hours)

The course explores the basic knowledge and procedures necessary for law enforcement leadership to plan, mitigate, and respond to a crisis and its consequences.

CCJ 4700 Seminar in Criminal Justice (1-3 hours)

Topical seminars presented by leading experts in the field of criminal justice.

CUSTOMER RELATIONSHIP MANAGEMENT

CRM 1200 Introduction to Retailing (3 hours)

This course is an overview of basic principles, concepts, and practices in the operation of retail organizations.

CRM 2000 Introduction to Customer Service (3 hours)

This course is an introduction to basic customer service management including handling difficult customers and managing customer expectations.

CRM 210 Customer Service in a Leadership Role (3 hours)

This course teaches managers how to be effective leaders and the skills to train and inspire frontline employees who are responsible for customer satisfaction.

CRM 2100 Leadership in Customer Service (3 hours)
This course focuses on leadership in the customer service industry including interpersonal relationships and team building.

CRM 2200 Introduction to Retailing II (3 hours)
This course is an overview of basic principles, concepts, and practices in the operation of retail organizations. It is a continuation of CRM 1200.

CRM 2500 Professionalism in Customer Service (3 hours)
This is the capstone course in customer relationship management. The course focuses on an applied approach to managing relationships to achieve maximum profitability and efficiency.

CRM 3500 Customer Relationship Management (3 hours)
This course develops the student's understanding of the importance and value created by customer relations. Some of the concepts learned in this course include the impact of relationship marketing, its connection with technology, strategy cycles, and customer loyalty.

CRM 3800 Customer Service (3 hours)
Customer service is typically the defining factor in a customer's decision to buy products and services or do business with an organization. Students will discover tips, techniques, and strategies for successfully interacting with a variety of customers in various situations and organizations.

CRM 4200 Services Management (3 hours)
This course focuses on providing value to the customer in a services industry through management. By managing the customer experience, companies are taking a more active role in the way their business is perceived. Concepts learned in this course include service operations, competitive strategies, multiple stakeholders, and management of the customer experience.

CRM 4600 Services Marketing (3 hours)
This course emphasizes the implementation of a customer-centered marketing plan in service-based businesses. Service businesses make up an ever-growing segment of the economy and students will learn important marketing strategies to incorporate in order to retain customers. Taught with a managerial focus, some of the concepts taught in this course include service innovation, service delivery, integrated marketing communications, and the financial side of service.

Economics

ECO 1000 Introduction to Economics (3 hours)
This course is a broad overview of macro and micro economics in market and non-market economies.

English

ENG 1011 Composition I (3 hours)
The course introduces students to the fundamentals of written discourse. It focuses on developing writing skills emphasizing organization, usage, grammar, gathering of information, and expository essays. Students cannot receive credit for both ENG 103 and ENG 1011. A grade of "C" or better is required.

ENG 1021 Composition II (3 hours)
This course is a continuation of ENG 1011. It focuses on more advanced persuasive and literary based critical and evaluative skills in English composition. Students cannot receive credit for both ENG 113 and ENG 1021.

ENG 103 English I (3 hours)
Development of the student's writing skills through a process of thinking, researching, planning, writing, reviewing, revising, and editing expository essays. Students cannot receive credit for both ENG 103 and ENG 1011. A grade of "C" or higher is required.

ENG 113 English II (3 hours)
An introduction to more advanced techniques of composition through the study of literature. The analysis of literature serves as topics for discussion, study, and writing. Students cannot receive credit for both ENG 113 and ENG 1021.

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

Emergency Services Management

ESM 3000 Survey of Emergency Management (3 hours)
This course provides an overview of current issues in emergency and disaster management.

ESM 3100 Management of Terrorist Incidents (3 hours)
This course will provide an in-depth review of terrorist response recommendations and practices, as well as public policy overview.

ESM 3200 Weapons of Mass Destruction (3 hours)
This course will differentiate the modes and methods of weapons of mass destruction including chemical, biological, radiological, and nuclear delivery systems.

ESM 3300 Planning for Emergency and Disaster Management (3 hours)
This course explores methods for preparing public safety personnel, agencies, organizations, and communities for emergency and disaster response.

ESM 3500 Terrorism in the Modern World (3 hours)
This course incorporates risk analysis and threat assessments based on modern world terrorism and terroristic threat potential.

ESM 3600 Cyber-security (3 hours)
This course will explore cyber-security responsibilities, threats, and breach responses.

ESM 3700 Homeland Security Law and Public Policy (3 hours)
This course will review homeland security law and public policy.

ESM 3800 Natural Disaster Planning and Management (3 hours)
This course applies appropriate preplanning practices for natural disaster response and management.

ESM 3900 Risk Analysis and Threat Assessment (3 hours)
This course provides a framework for risk analysis and threat assessment that may be applied to natural and manmade disasters.

ESM 4100 Organizational Development in Emergency Management & Homeland Security Organizations (3 hours)
This course explores the required hierarchy of management and command for organizational development of emergency services and homeland security organizations.

ESM 4200 Introduction to Science and Hazards (3 hours)
Natural disasters occur every day and affect the lives of people all around the world. This course examines the scientific principles that explain Earth processes. Energy flowing from the interior of the Earth powers plate tectonics and is released as earthquakes and volcanoes. Energy flowing from the Sun provides external energy powering the hydrologic cycle, weather and climate. The pull of gravity helps drive weather systems as well as causing masses of rock and snow to flow downslope. This course helps one understand how the Earth works and how to live in harmony with its active processes.

ESM 4300 Management of Human Resources in Public Safety Organizations (3 hours)
This course provides the framework for human resources and administration of public safety organizations for effective leadership in emergency management.

ESM 4400 Strategic Planning in Public Safety & Emergency Response Organizations (3 hours)
This course will establish a framework for strategic planning based on fact based policies and procedures in emergency response to public safety issues.

ESM 4500 Financial Management of Emergency Response Organizations (3 hours)
This course will review basic fiscal responsibilities and requirements for effective management of emergency response organizations including grant acquisition, payroll, and liability and budget issues.

ESM 4600 Leadership in Emergency Management Organizations (3 hours)
This course will establish the hierarchy of effective leadership roles and responsibilities for effective management of emergency services organizations to include ethical and legal responsibilities.

HEALTH

HEA 2020 Personal Fitness and Wellness (3 hours)
An emphasis is placed on the factors that influence health and wellness, particularly individual behaviors. Students will learn strategies that improve lifetime health and wellness.

HEALTHCARE MANAGEMENT

HM 4501 Healthcare Management (3 hours)
This course explores fundamental concepts of management theory as it applies to the healthcare setting. Students will examine the organizational structure of the healthcare delivery system and review administrative processes such as planning, problem solving, decision making, quality management, change management and organizational strategy. Students will relate these concepts to the overall management of the healthcare organization.

HM 4510 Financing in Healthcare (3 hours)
This course provides an in depth look at accounting principles as they apply to the healthcare environment. Topics include: the use of accounting and financial planning in healthcare organizations, planning and control, sources of revenue, financial decision making using quantitative techniques, and general financial planning for healthcare organizations. An overview of financial statements, reporting, ratios, and budgeting for healthcare organizations will be presented.

HM 4521 Healthcare Information Management (3 hours)
This course presents the practical use of technology in healthcare organizations and the role they fill in today's modern healthcare system. The course helps students identify the most common uses of technology in the healthcare environment, the processes used in the selection of technology, the application of technology to the health system, and the evaluation of technology. An overview of the role of healthcare information management in health care organizations, and the use of electronic medical records is presented. The role of information technology workers will be explored as it pertains to the security and privacy of healthcare information.

HM 4530 Overview of Healthcare Policy in the U.S. (3 hours)

The emphasis of this course is the role of government in health care policy, the US healthcare system, costs of healthcare, and an analysis of the ethical and business implications of social welfare. Throughout the course, students will review the current trends in the delivery of healthcare and the economic and social issues associated with efforts to revise the system. Students will develop an understanding of the political, economic and social issues affecting healthcare organizations.

HM 4540 Managing Human Resources in Healthcare (3 hours)

This course gives the student an understanding of issues that impact human resource management in healthcare organizations. Topics include: physician and labor relations; recruitment and retention of professional staff and physicians; staff development; malpractice concerns; and Federal, state, and employee regulatory requirements specific to healthcare. Students will review quality management tools used to ensure integration of organizational strategy and continuous process improvement programs.

HM 4550 Healthcare Leadership (3 hours)

This course describes the critical knowledge and skills needed to be an effective leader in today's complex healthcare environment. Sessions cover conflict resolution, leadership and negotiation skills, strategic planning, and ethics.

HM 4561 Strategic Planning and Execution in Healthcare (3 hours)

Strategic Planning and Execution in Healthcare builds upon the skills learned in OL 4240 - Strategic Management. Students will identify and analyze the development of quality systems and execution of organizational strategies in a healthcare setting. Students will learn how quality management and strategic planning tools can be used to ensure the success of organizational strategy and continuous process improvement programs. Students will develop skills in identifying organizational barriers, developing action and prioritization plans, decision-making and change management, and the basics of how to implement and execute strategic plans in a healthcare setting. Prerequisite: HM 4550.

HISTORY

HIS 2000 U.S. History I (3 hours)

This course surveys the factors that contributed to the development of the United States as a new nation. It examines the major people, events, institutions, ideas, and conflicts that shaped the nation from the earliest contacts between Europeans and indigenous populations to 1860.

HIS 2025 Early U.S. History (3 hours)
This course reviews U.S. history from early exploration and colonization activities to colonial customs and institutions, the colonial wars, friction with England, the war for independence, the Constitutional Convention, War of 1812, new nationalism, Jacksonian democracy, expansionism and Manifest Destiny, and ends with the Civil War.

HIS 208 US History: From the Colonies to 1860 (3 hours)
This course explores the beginning of the United States of America, focusing on major political, cultural, and social trends.

HIS 209 US History: From 1860 to Present (3 hours)
This course surveys the development of the United States from the Civil War to present. It examines the major ideas, people, events, and institutions that have shaped the United States since 1860.

HIS 2100 U.S. History II (3 hours)
This course provides a look at the U.S. from Reconstruction through industrialism, the Populist Revolt, the Spanish-American War, the Progressive era, World War I, prosperity and depression, the New Deal, World War II, and post-World War II era to the present.

HIS 441 Civil War (3 hours)
The Civil War is often called the Second American Revolution; as much as the first, it formed and shaped the country. A subtitle of this course might be "The Civil War in Blood and Memory"; we will consider how the real war came and how it was fought, and then how Americans have interpreted it since. Did slavery alone cause the war? What was the war ABOUT? And what was the experience of war and battle for the millions who fought? And for the political and military commanders whose decisions shaped the outcome? The primary focus is on the military campaigns and their political and diplomatic contexts. The course grade is based on a major research project chosen by the student and developed with the help of the instructor.

HIS 4500 History of African-Americans I (3 hours)
This course is a historical survey of the varieties of experience that have shaped African American life. Specific topics will include the African roots of African American culture; slave trade and the Middle Passage; slavery, resistance and the struggle for emancipation; Reconstruction and Jim Crow; the growth of distinctive African American cultures in literature, music, sports, and the arts; the struggle for equality; and contemporary African American culture.

HUMANITIES

HUM 1000 Introduction to Humanities (3 hours)
This course is an introduction to the humanities through an examination of how societies express themselves through literature, art, music, philosophy, and technology.

HUM 101 Mark Twain (3 hours)
The course covers four of Twain's novels and a short story. Students will evaluate Twain's role as a spokesman on issues of American life and how he can be viewed as being more than just a humorist by evaluating themes which dominate his works. Students will examine how Twain's work has been interpreted by literary critics, film directors, screenwriters, actors, and the viewing public.

HUM 102 - 20th Century American Drama (3 hours)
This course emphasizes how Thornton Wilder, Eugene O'Neill, Arthur Miller, Lillian Hellman, and Edward Albee helped to shape the 20th century American theater. The course will cover one play by each of these authors. Students will evaluate how these plays are a reflection of American life and themes. Students will examine how these playwrights' works have been interpreted by literary critics, film directors, screenwriters, actors, and the viewing public.

HUM 1040 Survey of Literature (3 hours)
This course includes reading, analyzing, and writing about a variety of literary genres including poetry, drama, and the short story from the classic to the contemporary. Students will be asked to express and defend their thoughts both orally and through the written word.

HUM 1100 The Works of William Shakespeare (3 hours)
This course emphasizes the role Shakespeare played in drama and world literature. The course covers five plays (two comedies, two tragedies, and a history play). Students will evaluate how Shakespeare's plays transcend time and culture and will examine universal themes that dominate his work. Students will examine how Shakespeare's work has been interpreted by literary critics, film directors, screenwriters, actors, and the viewing public.

HUM 230 Digital Photography (3 hours)
This course introduces the student to photography in the digital format. The goal is to teach and enhance visual communication involving personal expression and creativity. It teaches the student to translate an idea into a digital image enabling the student to use images for personal expression as well as internet communication and commercial applications. Students will learn basic technical skills involving use of cameras and software applications as they relate to photographic principles. It is a non-lab course. Registered students need access to a camera with the versatility to perform assignments.

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

HUM 4100 - General Anthropology (3 hours)
This course is an introduction to the discipline of anthropology. It presents students with a theoretical grounding in the four major subfields: archaeology, physical anthropology, cultural anthropology, and linguistics. In this class the emphasis is on the holistic nature of the discipline. Students will explore key questions about human diversity in the past, present, and future.

HUM 4510 - Fact or Fiction (3 hours)
A study of scientific topics and social concerns today and in history, this course examines our assumptions about the natural world and our place in it. It will take a close look at the science and history behind some of the most contentious topics we face, including evolution, epidemic disease, genetic engineering, and environmental change. Learners will be asked to use this information in order to evaluate claims made in the popular media about how we, as a society, navigate the competing claims of morality, government, and the common good. (The interdisciplinary nature of this course allows it to satisfy Common Core requirements in Social Science or Math/Science.)

Information Technology

IT 1000 Introduction to Information Technology (3 hours)
This course is designed to provide an introduction to information technology concepts and careers, the impact information technology has on the world, people, and industry; and basic web design concepts.

IT 1200 Introduction to Management Information Systems (3 hours)
This course is an overview of the information management process in organizations. Topics include knowledge management and data mining.

IT 2000 Computer Management & Maintenance (3 hours)
This course is a basic introduction to the maintenance of hardware and software of personal computers and basic server architecture and maintenance.

IT 2100 Foundations of Networking (3 hours)
This course is an overview of the basic concepts of network structure and management.

IT 2200 Introduction to Programming (3 hours)
This course is an overview of the basic principles of programming.

IT 4475 Management of Telecommunications (3 hours)
A course designed to introduce Organizational Leadership students to the world of telecommunications. The concentration will be on defining user needs, procurement, life cycle, and current and future technologies for business.

IT 4500 IT Management (3 hours)
This course explores the fundamentals of management as it relates to information technology. Through the use of case studies, the course addresses the challenges of managing technology professionals and technology assets; human resource management; management of services, infrastructure, outsourcing, and vendor relationships; technology governance and strategy; and resource planning.

IT 4510 Data Security (3 hours)
Through the use of case studies, this course examines topics in the management of information technology security including access control systems and methodology, business continuity and disaster recovery planning, legal issues in information system security, ethics, computer operations security, physical security and security architecture using current standards and models.

IT 4520 Managing IT Human Resources (3 hours)

Technical professionals' goals and incentives are often different from those of other employees, and so are the management challenges that arise. This course explores proven, practical, and innovative strategies for maximizing the contribution of technical professionals.

IT 4530 Understanding Service Oriented Architecture (3 hours)

In this course students will learn about the emerging science and technology of service oriented architecture. The course is designed to provide students with a basic understanding of this important trend in software engineering.

IT 4540 E-Commerce (3 hours)

The course provides a framework for understanding e-commerce, including possible marketing opportunities, as well as implementation and organization issues involved in capitalizing on e-commerce.

MANAGEMENT & ORGANIZATIONAL DEVELOPMENT

MOD 101 Portfolio Development (3 hours)

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

MOD 120 Basic Employment Law (3 hours)

This course is an introduction to the basic principles of employment law. The course covers major legislation affecting the employment relationship including civil rights, whistleblower, and wage/hour law. The course also introduces basic theories of tort law as they apply to the employment relationship.

MOD 1500 Introduction to Group Dynamics (3 hours)

This course focuses on the communication behavior of individuals within group structures. Students explore the stages of group development, decision-making techniques, group problems and problem solving, resolution skills, norms, structures, leadership, authority, membership, ethics, cultural sensitivity, and the intra-and inter-personal dynamics within small groups.

MOD 205 Group Dynamics (3 hours)

Group Dynamics is designed to provide the opportunity to study the principles underlying the process of group action and interaction in social situations and in professional leadership and supervisory group situations.

MOD 2150 Business Communications (3 hours)
Introduction to various types of professional communication, both written and oral. Students practice skills in communication styles such as memos, email, research reports, proposals, presentations, and interviews.

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

MOD 220 Substance Abuse in the Workplace (3 hours)
A detailed analysis of the impact on the workplace of the abuse of both legal and illegal drugs, this course will give an in-depth overview of selected substances that are commonly abused in the workplace. This course will cover theories of counseling used to treat chemically dependent individuals.

MOD 2300 Organizational Behavior (3 hours)
This course provides an opportunity to critically examine a variety of current social issues facing organizations. The focus will be on the development of appropriate organizational attitudes, dealing with individual differences managing diversity, motivating employees, communications in the workplace, and managing conflict.

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

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

MOD 261 Practical Stress Management (3 hours)

Emphasizes how stress affects human health and behavior. Stress can affect a person psychologically, emotionally, and physically. The course will examine how stress affects such diseases as cancer, hypertension, diabetes, and heart disease. Stress can also be related to environmental factors such as job and family life. Stephen Covey's First Things First and The Four Quadrants of Time Management will be discussed as a possible means to help students alleviate stress. Type A and Type B personalities will be examined, and students will learn stress management techniques which will aid them in dealing with stress on a daily basis.

MOD 2615 Critical Thinking for Managers (3 hours)

This course helps students learn to think clearly, concisely, and analytically, through a familiarity with the Critical Literacy Theory. Students learn how to define terms, formulate arguments, and analyze statements critically and objectively.

MOD 262 Drug and Alcohol Addiction (3 hours)

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

MOD 2620 Managing Stress (3 hours)

This course provides an overview of the underlying causes of stress and how stress affects health. The course focuses upon stress reducing techniques such as time management, as described by Steven Covey.

MOD 265 Critical Thinking in Organizations (3 hours)

This course is designed to impart a functional ability to reason well and to improve students analytical skills and instincts. Using the Critical Literacy Theory, you will develop a understanding of the methods used in building strong arguments. The course is further designed to aid students in understanding the essentials of reasoned decision making.

MOD 301 Introduction to Adult Learning (3 hours)

This course provides a paradigm for understanding individuals within organizations. Topics covered include adult learning theory, group formation and conflict management, the work environment, and communication channels within organizations. The course also covers writing and presentation skill development.

MOD 310 Issues in Management (3 hours)

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

MOD 320 Systems Approach to Organizational Change (3 hours)

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

MOD 330 Information Systems (3 hours)

This introductory course is designed to answer many fundamental questions about the role of information systems in business from a management perspective.

MOD 323 Organizational Theory

The course is an investigation of the theoretical models of organization and how organizations can be structured for maximum efficiency.

MOD 341 Foundations of Leadership (3 hours)

In this course students will learn about individual decision making, group decision making, and managing motivation. The objectives are to understand why and how leadership skills are so critical to organizational success.

MOD 350 Human Behavior in Organizations (3 hours)

This course is an examination of current theory in organizational behavior including the study of interactions between and among individuals in the organizational context. Topics include organizational culture, goal-setting, performance management, stress and work-life balance, teams and power in organizations.

MOD 360 Intro to Research Methods & Analysis Using Statistics (3 hours)

This course covers problem analysis and evaluation techniques, and explores methods for defining researching, analyzing, and evaluating problems in the work or vocational environments through an independent study project. Specific statistical information covered in the course includes identifying and measuring objectives, collecting data, working with significance levels, analyzing variance, and constructing questionnaires.

MOD 380 Followership (3 hours)

This course is designed to introduce students to the followership concept. Followership has been described as the other side of leadership. Followership is premised on the notion that leaders and followers serve a common organizational purpose. Followership also explains how leaders and followers are organizational roles filled by individuals in organizations, and oftentimes individuals are both leaders and followers simultaneously.

MOD 400 Human Resource Management (3 hours)

This course explores the values and perceptions of selected groups affecting social and economic life through an analysis of policies and practices of recruitment, selection, training, development and compensation of employees. Special attention is given to Equal Opportunity and Office of Safety and Health Administration legislation through a series of case studies and simulations.

MOD 410 Quantitative Approaches to Managerial Decision-Making (3 hours)

This course is an examination of quantitative applications in management with an emphasis in managerial accounting and operations management. Topics include: budgeting, forecasting, cost control, financial analysis, the value-chain, cost management, and total quality management.

MOD 415 Servant Leadership (3 hours)

This course focuses on learning and applying a servant leadership approach. Servant leaders are motivated to serve first and lead second. Servant leaders operate from a position of strength through service to organizational members and other organizational stakeholders. Applying a servant leadership approach involves using visionary foresight to establish organizational goals, and then serving the needs of followers and stakeholders in a cumulative effort to achieve results.

MOD 420 Issues in Marketing (3 hours)

This course explores principles of marketing needed by managers in all areas in order to develop and utilize effective marketing practices. Concepts of our global economy, including major social, psychological and political influences and their marketing implications are considered from a manager's perspective.

MOD 4251 Marketing Through Social Media (3 hours)

We are living in a period of great change in the business world due to the technologies that are changing the way people communicate with each other and the organizations that interest them. This course is designed to provide the basic knowledge necessary to harness the marketing power of social media.

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

MOD 4351 – Sales Management (3 hours)
This course covers responsibilities and strategies associated with managing a sales force, examines selling techniques from a variety of perspectives. Gaining an understanding of selling in the contemporary business environment with a strong focus on creating and communicating value for customers and managing the buyer/seller relationship process is a key component of this course.

MOD 4375 Contemporary Selling (3 hours)
Selling is one of the most dynamic areas of business and knowledge about selling is invaluable to any student. This module introduces you to the field of selling and also provides basic skills in selling that can be used right away. Among the key topics are the following: sales careers and the selling process, sales technologies, prospecting, negotiation and the sales call, closing approaches, managing salespeople, and global aspects of sales.

MOD 440 Strategic Planning (3 hours)
Integration of previous coursework in the functional areas of business management with the theoretical foundations for strategic planning. Planning concepts and techniques are applied to case studies of organizations.

MOD 445 Crisis Management in the Workplace (3 hours)
The course develops managerial skills in crisis avoidance, management, and recovery.

MOD 4455 - Crisis Management in Business (3 hours)
This course explores how and why public, private and nonprofit organizations prepare for, respond to, and recover from disasters and other crisis situations.

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

MOD 4550 Business and Society (3 hours)

This course introduces a strategic social responsibility for courses that address the role of business in society. Social responsibility is concerned with issues related to values and expectations, as well as the rights of members of society. We view social responsibility as the extent to which a business adopts a strategic focus for fulfilling the economic, legal, ethical, and philanthropic responsibilities expected by all its stakeholders.

MOD 460 A, B, C (6 hours)

This is an online independent project requiring the analysis of an organization, identification of a problem or opportunity, research of previous work on the topic, and collection and analysis of data to make an informed recommendation. A comprehensive paper documenting the development of the project is required. This is a 3-part course with each section worth 2 credit hours for a total of 6 semester hours. Same as OL 4700 Organizational Research Project

MOD 470 Organizational Research Project (Optional*) (3 hours)

This is an online independent project requiring the analysis of an organization, identification of a problem or opportunity, research of previous work on the topic, and collection and analysis of data to make an informed recommendation. A comprehensive paper documenting the development of the project is required.

MOD 475 Organizational Culture and Climate

This course examines the role of organizational culture and climate in the context of organizational management. Organizational culture types and elements are examined as influenced by organizational leaders. Organizational climate is examined as experienced and influenced by organizational members. Organizational culture and climate are examined in contrast.

MOD 4801 Legal Environment of Business (3 hours)

The dynamic nature of law, the legal processes and specific areas of law that guide business decisions are discussed. The course addresses the aspects of law and its standard for human behavior that increasingly affects and constrains business activity. Includes introductions to the legal system, tort, criminal and contract law.

MOD 4900 - Special Topics: (1-3 hours)

A special course or seminar designed to offer unique learning experiences beyond typical coursework. Topics offered are approved by the Academic Dean.

Organizational Leadership

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

OL 1500 Professionalism in the Workplace (3 hours)
Introduction to professional interaction in the workplace with an emphasis on effective communication with subordinates, peers, and supervisors. Students will understand the keys to developing and maintaining effective interpersonal relationships in the workplace.

OL 3051 Introduction to Adult Online Learning (3 hours)
This course is an introduction to learning in the on-line environment. Topics include the Learning Management System, Library Resources, and other support mechanisms within the program.

OL 3100 Management (3 hours)
Provides a general understanding of the managerial functions of planning, organizing, leading and controlling from the viewpoint and needs of the professional manager.

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

OL 3225 Survey of Marketing (3 hours)
Survey of Marketing introduces students to the nature, scope and economic importance of marketing. The 4 P's of marketing; product, price, promotion, and place will be discussed.

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

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

OL 3245 The Ethics of Business (3 hours)
A study of theoretical and practical problems of moral conduct in the field of business. The course emphasizes both the philosophical foundations of ethical conduct and the practical problems encountered in the day-to-day conduct of business affairs.

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

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

OL 3390 Organizational Analysis (3 hours)
This course addresses contemporary challenges arising from managing organizations in the face of complex environmental conditions, new technological developments, and increasingly diverse workforces. It focuses on providing a systematic approach for analyzing, diagnosing, and responding to organizations problems. it also provides an opportunity for students to enhance their communication and writing skills.

OL 4000 Understanding the Economics of Business (3 hours)
This introductory course provides management students with basic tools to analyze a wide variety of economic problems.

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

OL 4245 Human Resources (3 hours)
This course examines the role of the human resource professional as a strategic partner in managing today's organizations. Key functions such as recruitment, selection, development, appraisal, retention, compensation, and labor relations are examined.

OL 4300 Consumers and Marketing (3 hours)
This course focuses on the examination and application of consumer behavior principles to the development and implementation of marketing strategies.

OL 4700 Organizational Research Project (6 hours)
This is an online independent project requiring the analysis of an organization, identification of a problem or opportunity, research of previous work on the topic, and collection and analysis of data to make an informed recommendation. A comprehensive paper documenting the development of the project is required. This is a 3-part course with each section worth 2 credit hours for a total of 6 semester hours. Same as MOD 460 A, B, C

OL 4705 Organizational Analysis II (3 hours)
A continuation of OL 3390, this course is an independent project using the lessons learned in OL 3390. Students will identify a problem or an opportunity in their current or previous place of business. The student will research the issue, collect and analyze data, and make recommendations for correction or enhancement of the issue. A paper documenting the development of the project and examination of the findings is required.

PSYCHOLOGY

PSY 1050 – Principles of Psychology (3 hours)
This course is an overview of different perspectives from which psychologists try to understand human behavior and psychological disorders. Particular emphasis will be on investigating the mind, such as learning how the mind stores and retrieves information and how the mind responds to stress.

RELIGION

REL 1010 Introduction to the Old Testament (3 hours)
An introductory course on the context and central points of the Old Testament.

REL 1020 Introduction to the New Testament (3 hours)
An introduction to the history and themes of the New Testament.

REL 107 Old Testament Survey (3 hours)
An introductory course on the context and central points of the Old Testament.

REL 108 New Testament Survey (3 hours)
An introductory course on the context and central points of the New Testament.

REL 1150 Selected Books of the Bible (3 hours)
This course is a survey of selected books of the old and new testament of the Bible.

REL 1200 Christians and the World
This course compares the Christian worldview to the developing questions, issues, trends and concerns of modern culture. It contrasts the Christian view of reality, knowledge, ethics, and culture to those of dominant worldviews which include naturalism, humanism, atheism, and transcendentalism.

REL 2050 Global Religions (3 hours)
This course examines most of the major religious traditions of the world in terms of their history, worldviews, practices, goals and ideals.

REL 2490 Introduction to the Philosophy of Religion (3 hours)
This course will examine critically definitions, assumptions, and arguments central to religion. Topics may include interpreting the nature of religion, arguments for and against the existence of God, the relation between theology and philosophy, the relation between God and the world, paganism, the problem of evil, and the nature of religious language and experience.

Science

SCI 1000 Introduction to Science (3 hours)
This course is an introduction to the basic principles of earth science, physics and chemistry. The course will prepare students to use scientific and quantitative reasoning to make informed decisions about topics related to science. Topics include the development of scientific thinking, the scientific method, the relationships among the various sciences.

SCI 102 Society and Science (3 hours)
This course explores the relationships between science, contemporary culture, and religious perspectives.

SCI 1100 Basics in Environmental Science (3 hours)
An introductory course to the study of environmental issues. A general understanding of application of science to solution of contemporary environmental problems.

SCI 112 Introduction to Environmental Science (3 hours)
This course looks at current issues in environmental science. It provides a basic understanding of the application of science to the environmental problems we face in the world.

Sociology

SOC 209 The Study of Marriage and Family (3 hours)
The course surveys issues related to marriage and family in contemporary society. Content includes the nature of relationships and crises such as divorce and family violence.

Graduate

CRIMINAL JUSTICE

CCJ 5000 Topics in Criminal Justice (3 hours)
This course is a survey of current topics in criminal justice including diversity and ethics.

CCJ 5100 Diversity in the Criminal Justice System (3 hours)
This course examines the interrelationship of race, class and gender with the criminal justice system in law enforcement and the correctional system.

CCJ 5200 Administration of Organizations in the Criminal Justice System (3 hours)
This course will provide students with the knowledge to conduct general systems-based analysis of criminal justice organizations and to develop programs to improve the efficiency of such organizations.

CCJ 5300 Crime Mapping (3 hours)
This course will provide students with the theoretical, analytical, and technical skills necessary for studying crime in a geographic context. The course will involve a combination of approaches to the subject including: development of base maps, geocoding (pin mapping), hot spot and choropleth mapping, spatial analysis and layouts including map books.

CCJ 5400 Research Methods (3 hours)
This course is designed to provide advanced social science research skills and to allow students to put those skills into practice with a required research project.

CCJ 5500 Criminal Law (3 hours)
This course is intended to provide a functioning knowledge of constitutional law as it pertains to law enforcement and criminal justice.

CCJ 5600 Criminological Theory (3 hours)
This course examines the theories of criminality ranging from classical explanations to recent paradigms.

CCJ 5700 Administration of Corrections Organizations (3 hours)
This course examines the administrative functions of correctional organizations including human resource management, budgeting, administrative structure, and safety.

CCJ 5800 Ethics in Criminal Justice (3 hours)
This course considers theories and practices in the areas of legality, morality, values, and ethics within the criminal justice system.

CCJ 5900 Homeland Security Assessment (3 hours)
This course will familiarize students with the tools necessary to conduct an assessment of an agency's overall homeland security vulnerability and develop a comprehensive homeland security plan based on the findings.

CCJ 6000 Organizational Development Project (3 hours)
This is a project-based course in which the student will identify an opportunity for organizational improvement through analysis of the chosen organization. Students will complete a literature review to identify alternatives to improve the organization and collect data to further inform the development of an implementation plan.

CCJ 6100 Human Resources in Law Enforcement (3 hours)
This course provides an examination of the role of human resource management in law enforcement and corrections organizations.

HEALTHCARE ADMINISTRATION

HCA 501 Healthcare Administration (3 hours)
This course is designed to help students gain a conceptual framework and the practical applications of such skills within a health care setting. Best practices for health care administration are analyzed, along with sound business practices from management theory. Strategic planning, policies, objectives, change management and organizational strategy will be covered in this fundamental course. The relationship between consumer (patient) and business (practitioner) will be analyzed.

HCA 511 Healthcare Financial Management (3 hours)
This course will examine systems and uses of accounting and financial planning with an emphasis on the healthcare organization, including planning and control. The course will include an analysis on financial decision making, using quantitative techniques to make sound decisions in accounting, and general financial planning for healthcare organizations. Included in the course will be an overview of the analysis of financial statements, reporting, ratios, and budgeting for health care businesses. Some emphasis will be placed on budget preparation and cost benefit analysis from a managerial perspective.

HCA 521 Healthcare Information Technology (3 hours)
Present the practical use of technology in the medical practice. Identify the most common uses of technology in the field of health care and how best to deploy and architect systems. Understand the role of Health Information Management in the health care business, and the use of Electronic Medical Records in health care organizations. Identify and analyze the role of information technology workers specifically to the health care setting, and the implication of security and privacy as it pertains to secure electronic communications in the health care field.

HCA 531 Healthcare Policy Analysis and Decision-Making (3 hours)
The emphasis of this course is the role of government in health care policy, the US health care system, costs of healthcare, and an analysis of the ethical and business implications of social welfare. The course will emphasize current trends in economic and social issues along with efforts to revise the system. Students will benefit from a deeper understanding of the political, economic and social issues affecting health care businesses and how decisions are impacted as a result.

HCA 541 Human Resource Administration in Healthcare (3 hours)
This course will take a unique look at the issues impacting human resource management in health care businesses, including physician relations, labor relations, recruitment and retention, development of staff, malpractice concerns, governance and compliance of health care workers. This course is designed to help students gain conceptual framework in developing quality systems and executing organizational strategies in a healthcare setting. Quality management tools will be examined and blended with strategic planning tools (collaboration of PDCA and dashboards, balance scorecards, metrics) to ensure integration of organizational strategy and continuous process improvement programs. Students will gain knowledge of identifying organizational barriers, developing action and prioritization plans, decision-making and change management, gaining efficiencies, and how to implement and execute strategic plans.

HCA 551 Leading Healthcare Organizations (3 hours)
This course provides students with an overview of understanding current healthcare trends with leadership challenges. In this course, students will gain knowledge in collaboration of leadership and accountability to offer organizational success. The students will discover the servant leadership model in gaining organization efficiencies and managing healthcare professionals, technology demands, change management, and best practices. Students will gain a broad perspective of leadership and an introduction in quality systems management and strategic planning. This course is a predecessor to Quality Strategic Planning and Execution.

HCA 561 Quality Strategic Planning and Execution in Healthcare (3 hours)
Prerequisite: Leading Healthcare Organizations. This course is designed to help students gain conceptual framework in developing quality systems and executing organizational strategies in a healthcare setting. Quality management tools will be examined and blended with strategic planning tools (collaboration of PDCA and dashboards, balance scorecards, metrics) to ensure integration of organizational strategy and continuous process improvement programs. Students will gain knowledge of identifying organizational barriers, developing action and prioritization plans, decision-making and change management, gaining efficiencies, and how to implement and execute strategic plans. The prerequisite to this course is Leading Healthcare Organizations.

HUMAN RESOURCE MANAGEMENT

HRM 508 Employee Relations (3 hours)
This course presents an applied study of significant legal issues in labor and employment law including labor-management relations, wage and hour laws, retirement, welfare and privacy laws that prepare future managers, supervisors, and business owners for responsibilities in management employee relations. In addition, an examination of managerial issues affecting development of labor relations policy will be explored. Topics to be examined include the impact of public policy, negotiation, and administration of collective bargaining agreements, the NLRB and arbitration cases. The role of managers in ethical decision making will also be reviewed.

HRM 516 Workforce Planning and Staffing (3 hours)
This course will present a comprehensive approach to identifying viable workforce planning and employment strategies in an effort to assist the organization in meeting its strategic goals and objectives. Topical areas to be covered include: workforce planning, sourcing strategies, succession planning and retention and employee exit programs. The course will also cover specific topics related to job analysis and design.

HRM 524 Total Rewards: Compensation and Benefits (3 hours)
This course is designed to focus on Total Rewards Systems related to direct and indirect compensation systems. The content of the course will focus on how to develop/select, implement/administer, and evaluate compensation and benefit programs that support an organization's strategic goals and objectives. This course will also provide greater insight and knowledge of legislation that affects all elements of a Total Rewards System. The payroll function and its role in the administration and compensation and benefits programs will be presented. Evaluation methods that can be used to assess the effectiveness of a Total Rewards System will also be examined.

HRM 532 Performance Management In Organizations (3 hours)

This course will address the entire range of topics associated with managing the human asset to realize and sustain optimal levels of performance. Topics will include appraisal systems, change management models, adult learning theories, individual versus team performance, organizational development, and managing a diverse workforce. Various aspects of the corporate training and development function, training program design and development of various methods and media for training delivery, as well as return on investment outcomes, will be explored. In addition, this course will also examine the development of systems that will provide highest levels of both personal and professional development and growth within the organization; creation of promotional and cross-functional systems that will talent strength the organization; development of retention strategies that tie rewards to performance of talent; creation of workforce planning systems that will provide succession planning of best talent within the organization; and utilization of technological systems to support these functions within human resources planning will be presented.

HRM 540 Risk Management (3 hours)

This course is designed to focus on the importance of Enterprise Risk Management in today's evolving business climate. The primary framework and key aspects of workplace health and safety, security, and privacy issues, as well as legislation and organizational measures will be presented. In addition, the course will provide insight to the development of HR policies and procedures to determine organizational risk areas and evaluation methods to identify program effectiveness.

HRM 548 Strategic HR (3 hours)

This course will present the role of human resources from a strategic perspective. Topics will assess managing human resources as a strategic organizational asset that supports competitive advantage and major strategic objectives. HRM as an integral partner in a firm's strategic planning and implementation, in terms of external environmental and internal exigencies, will be presented. HR planning and strategies and their applications in HR programs and processes will also be examined. Students will also learn how to develop alignment among vision, strategy and values in the development of a paradigm basted upon competencies required for enhancing the business results of a company or government agency. In addition, this course will also address how to build measurement strategies for all HR activities so that the impact can be determined. A value-added approach will be taken so that HR practitioners will be able to exhibit an understanding of the business strategies, impact and outcomes that assess aspects that influenced organizational quality, productivity, services, and profitability. HR will be assessed as a system within a system. Students will learn how to position HR as a strategic partner to realize organizational completeness in a global environment.

Business Administration

MBA 502 Organizational Behavior (3 hours)
This course will present a comprehensive approach in which total organizational effectiveness is conceptualized, measured, and realized in practice through the understanding of individual and team behavior/effectiveness. It will also explore how improvement can be initiated, managed, and sustained throughout the organization.

MBA 504 Organizational Development (3 hours)
An advanced application of general systems theory to the organizational environment. Students will conduct a system and structure analysis of their organization and present an analysis of the organization reflecting an extensive literature review. A plan to substantially improve some aspect of the organization's performance will be developed.

MBA 506 Managerial Economics (3 hours)
This course will take an economic perspective to answer why managers and organizational leaders need to understand and interact with the external environment in order to survive and succeed in a continually changing and globally competitive world. Looking at "the big picture," this course presents basic tools that economists use to analyze that environment. This course will culminate with the student completing an economic audit of an organization.

MBA 514 Statistical Analysis (3 hours)
This course involves the development of understanding the methods of statistical analysis and their usefulness in making business decisions in organizations. The course will cover tools for data collection, research methodology, presentation of data and data analysis related to managerial decision-making.

MBA 516 Business Ethics (3 hours)
This course will begin by examining the meaning of ethics through the review of several philosophical approaches. Students will identify internal and external stakeholders affected by ethical decision making. The course seeks to help develop an awareness and appreciation for ethical consideration in personal and professional decision making. The content of this course is designed to expand critical thinking and to analyze how individual and business decisions affect our society.

MBA 518 Management Information Systems (3 hours)
This course will examine knowledge management as a topic related to organizational decision-making. Students will examine the application of computing technologies as tools for developing and conveying domains of knowledge effectively by using diverse computing methods to gather, process, and present knowledge and information to enhance the learning process.

MBA 520 Marketing Management (3 hours)
A course designed to focus on the importance of modern organizations being market driven and globally competitive. The course examines the role of marketing through the discussion of comprehensive marketing concepts and case analysis better equipping managers to make decisions.

MBA 522 Strategy and Managerial Decision-Making (3 hours)
This course will expose the adult learner to the examination of strategic processes that influence and determine the direction of an organization. Students will analyze the organizational mission and objectives, identify organizational strengths and environmental opportunities, examine the components of competitive advantage, and develop strategies and policies to achieve the organization's mission. Students will complete analysis of current organizations and/or case studies.

MBA 524 Managerial Accounting (3 hours)
The use of accounting tools as a source of data for managerial decision-making including cash flow, general accounting ledgers, income, financial position, cash, receivables, investments, inventories, liabilities, reconciliation and financial statements.

MBA 528 Managerial Finance (3 hours)
This course will use financial management as a tool for observing current financial positions of an organization through the analysis of financial data such as cash flow, profit & loss reports, and financial statements. This course is also designed to assist managers while strategically making decisions to improve the future financial position of an organization using tools such as the time value of money, risk and rates of return, stocks, and budgeting.

MBA 530 Human Resource Management (3 hours)
The management of an organization's human resources can be challenging. This course provides an overview that addresses challenges such as recruitment and selection, training and development, as well as performance appraisals and compensation administration. Additionally, this course incorporates a manager's perspective of HRM relative to the strategic planning process.

MBA 532 Leadership (3 hours)

This course assists students in fulfilling their effective leadership potential through the examination of historical and contemporary theories. We will address questions such as: What does the 21st century leader need to know in order to motivate followers? What are the relationships between leaders and followers? What is the difference between management and leadership?

MBA 536 Marketing Through Social Media (3 hours)

This course will explore the new marketing terrain of social media and how it can be utilized to increase brand awareness and customer engagement. Students will learn to differentiate between e-marketing (paid marketing) and social media marketing (earned marketing) and how to use these conjointly in a comprehensive marketing plan. Students will also learn how to measure ROI using social media platforms. Instructional material will include best practices and case studies of companies that have successfully used this new media platform to increase their sales and customer satisfaction.

MBA 650 Organizational Development Project (6 hours)

The Organizational Development Project and Proposal offers students the opportunity to analyze, develop, propose, and potentially implement a project that has the capability of significantly improving some aspect of an organization's effectiveness, efficiency, or overall performance. Students conduct system and structure analyses and identify organizational opportunities. Students conduct literature reviews in order to consider the current scope of understanding relative to the organizational opportunity. A research strategy, including data collection and analyses, is developed and implemented. The project culminates with a research proposal suitable for implementation in the organization.

MBA 690A Seminar I-VI (1-3 hours)

Offered at regional satellite campuses, the seminar provides a structured opportunity for interaction between students and faculty. Seminars will include presentations from subject matter experts and students, as well as workshops and meetings between faculty and students. One credit hour per term for terms I, II, III, IV, V, and VI.

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