

Catalog 2011-2012

MARTIN METHODIST COLLEGE





PULASKI, TENNESSEE 38478-2799

Catalog 2011-2012

Martin Methodist College is a college related to the Tennessee Conference of the United Methodist Church and chartered by the State of Tennessee.



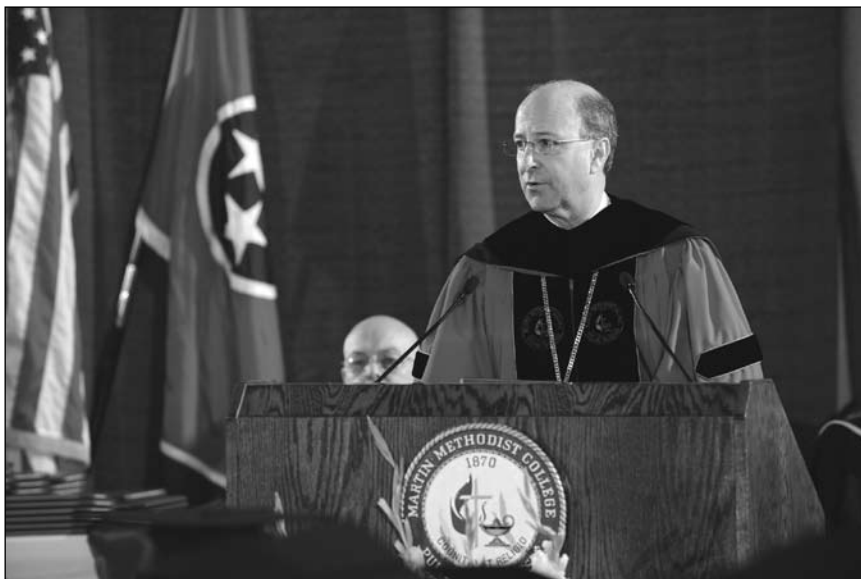
Accreditation Statement

Martin Methodist College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate and baccalaureate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4501 for questions about the accreditation of Martin Methodist College. The College is also accredited by The University Senate of the United Methodist Church, and chartered by the State of Tennessee. The Nursing Program is accredited by the Commission on Collegiate Nursing Education (CCNE).

The three-fold purpose for publishing the Commission's address and contact number in the above accreditation statement is to enable interested constituents to: 1) learn about the accreditation status of the College; 2) to file third-party comment at the time of the institution's decennial review; or 3) to file a complaint against the institution for alleged non-compliance with a standard or requirement. Normal inquiries about the institution, such as admission requirements, financial aid, educational programs, etc., should be addresses directly to the College and not the Commission's office.

The College is an affirmative action institution and does not discriminate on the basis of race, sex, creed, national origin, physical handicaps, or age in the administration of its educational policies, administration, scholarship and loan programs, employment, athletics, and other college-administered programs.

Consumer information and federally-mandated student right-to-know statistics are published in the Martin Methodist College Student Handbook available from the Office of Student Affairs.



Dr. Ted Brown became Martin Methodist College's 35th president in 1998.

The College reserves the right to change the rules regulating admission to the institution and any other regulations or requirements affecting the student body or the granting of degrees. The College also reserves the right to withdraw courses, to change its calendar, and to alter charges and fees as conditions may require. Such changes shall go into force whenever the proper authorities may determine and shall apply not only to prospective students but also to those who may, at such time, be matriculated in the College. The College further reserves the right to refuse to release to any student a transcript, grade report, or degree for failure to return college property or to pay any accounts due the College.

It is the policy of the College that no otherwise qualified handicapped individuals be discriminated against on the basis of their physical or mental handicap, as covered under Section 504 of the Rehabilitation Act of 1973, in admission to the College. All programs of the College are open to all regularly admitted students without regard to handicap. In the event that a student is enrolled in a course that is not accessible, the course will be moved to a location that will be accessible to handicapped students. Any student, employee, or job applicant who has a complaint or grievance regarding this matter should contact the Office of the Vice President of Campus Life and Enrollment Management during regular office hours to make an appointment with the grievance officer of the College.

The provisions of this catalog are not to be regarded as an irrevocable contract between Martin Methodist College and the student. The College reserves the right to change any provision or requirement listed in the Catalog at any time.

Table of Contents

Accreditation and Other Information.....	2
Academic Calendar	5
General Information	8
<i>Directory, Organization and Control, Mission Statement, Historical Sketch, and Campus and Buildings</i>	
Admission.....	13
<i>General Requirements, Special Circumstances, Transfer Students, Application Procedures, Pre-college Students, Early Honors Admissions, International Students, Advanced Standing, Veterans Affairs, Advanced Placement, CLEP</i>	
Expenses	18
<i>Financial Information, Tuition and Service Fees, Auditing Fee, Room and Board, Special Fees, Refunds</i>	
Financial Aid	21
<i>Applying, Requirements, Grants, Loans, Scholarships, and Veteran Programs</i>	
Student Services	32
<i>Counseling and Advising, Health and First Aid, Social Life, Student Government, Honor Societies, Religious Life, Cultural Life, Athletics, Library, Publications, Housing and Meals</i>	
Academic Policies and Procedures	38
<i>Planning an Academic Program, Advising, Registration, Late Registration, Change of Schedule, Course Load, Directed Study & Correspondence Courses, Placement, Auditing, Cancellation of Classes, Classification of Students Course Exemptions, Transfer Credits, Evening Degree Program, Summer School, Honors Program, Continuing Education, Academic Conduct, Class Attendance, President's List, Dean's List and Honor Roll, Grading System, Repeated Courses, Academic Standards, Tests and Examinations, Withdrawal from a Class, Withdrawal from the College, Grading System, Academic Honors, Academic Standards, Classification of Students, Students' Records, Transcripts, Program Assessment</i>	
The Academic Program.....	52
<i>Divisions of Instruction, Degrees Offered, Graduation Requirements, Residence Requirements, Transfer Credits, GPA Requirements, "Martin Moments," Statement of Intent to Graduate, Baccalaureate Degree Requirements, Associate Degree Requirements, Computer Literacy, General Education Core, Graduation Honors, Bachelor's Degree Programs</i>	
Course Descriptions.....	137
Reference Section.....	191
<i>Administration, Faculty, Staff and Index</i>	



Academic Calendar 2011-2012

Fall Semester 2011

July

- 5 Tuesday July Term Registration and Classes Begin 7:30 a.m.
- 7 Thursday Registration and Classes Begin, Evening Program Summer Session II
- 18 Monday Last Day to Drop Evening Session II Classes with Grade of “W”

August

- 1 Monday July Summer Term Ends
- 15 Monday Last Day to Drop Classes in Summer Evening Session II
- 20-22 Saturday-Monday Freshmen Orientation/Registration
- 23 Tuesday Registration for Returning Students
- 24 Wednesday Classes Begin 8:00 a.m.
- 25 Thursday Opening Convocation 9:30 a.m.
- 25 Thursday Evening Program Summer Session II Ends
- 29 Monday Registration and Classes Begin, Evening Program Fall Session I and II

September

- 2 Friday Last Day to Enter Classes for Credit
- 5 Monday Labor Day Holiday
- 6 Tuesday Evening Program Classes Meet
- 12 Thursday Last Day to Drop Evening Session I Classes with Grade of “W”
- 16 Friday Census Date and Last Day to Drop for TELS Scholars
- 23 Friday Last Day to Drop Day Classes with Grade of “W”

October

- 10 Monday Last Day to Drop Classes in Fall Evening Session I
- 10-14 Monday-Friday Mid-Semester Week
- 13-14 Thursday-Friday Fall Holiday (Students/Faculty)
- 13 Thursday Evening Program Classes Meet
- 20 Thursday Evening Program Fall Session I Ends
- 24 Monday Evening Program Session II Begins
- 31 Monday Pre-Registration for Spring Term 2012 (Seniors Only)

November

- 1 Tuesday Pre-Registration for Spring Term 2012 (Seniors Only)
- 2 Wednesday Pre-Registration for Spring Term 2012 (All Students)
- 7 Monday Last Day to Drop Evening Session II Classes with Grade of “W”
- 14 Monday Last Day to Drop Classes
- 24-25 Thursday-Friday Thanksgiving Holidays
- 30 Wednesday Pre-Registration for Spring Term 2012 Ends

December

- 5 Monday Classes End
- 6 Tuesday Reading Day
- 7 Wednesday Final Examinations Begin
- 8 Thursday Last Day to Drop Classes in Fall Evening Session II
- 13 Tuesday Final Examinations End
- 15 Thursday Evening Program Session II Ends

Spring Semester 2012

January

5	Thursday	Residence Halls Open
5	Thursday (1:00 – 5:00 p.m.)	Residence Halls Open and Registration
6	Friday	Registration
9	Monday	Classes Begin 8:00 a.m.
9	Monday	Registration, Evening Program Spring Session I and II
16	Monday	Holiday
17	Tuesday	Evening Program Classes Meet
19	Thursday	Last Day to Enter Classes for Credit
26	Thursday	Last Day to Drop Evening Session I Classes with Grade of “W”

February

1	Wednesday	Census Day and Last Day to Drop for TELS Scholars
10	Friday	Last Day to Drop Day Classes with Grade of “W”
21	Tuesday	Evening Program Classes Meet
23	Thursday	Last Day to Drop Classes in Spring Evening Session I
27-2	Monday-Friday	Mid-Semester Week

March

5	Monday	Evening Program Spring Session I Ends
8	Thursday	Evening Program Session II Begins
5-9	Monday-Friday	Spring Break
22	Monday	Last Day to Drop Evening Session II Classes with Grade of “W”
26-27	Monday-Tuesday	Pre-Registration for Fall 2013 (Rising Seniors Only)
29	Thursday	Assessment Day
		Pre-Registration for Fall 2013 (All Students)

April

6	Friday	Easter Holiday
9	Monday	Last Day to Drop Classes
12	Thursday	Honors Convocation
		Pre-Registration for Fall 2013 Ends
19	Thursday	Last Day to Drop Classes in Spring Evening Session II
23	Monday	Last Day of Classes
24	Tuesday	Reading Day
25	Wednesday	Final Examinations Begin
30	Monday	Evening Program Spring Session II Ends

May

1	Tuesday	Final Examinations End
4	Friday	Baccalaureate Service 4:00 p.m.
5	Saturday	Commencement 10:00 a.m.

Summer School 2012 (Classes meet 5 days each week)

May

- 7 Monday..... Registration, Evening Program Summer Session I and II
- 14 Monday..... May Term Registration and Classes Begin 8:00 a.m.
- 21 Monday..... Last Day to Drop Evening Session I Classes with Grade of “W”
- 28 Monday..... Memorial Day Holiday
- 29 Tuesday..... Evening Program Classes Meet

June

- 1 Friday..... May Term Ends
- 4 Monday..... June Term Registration and Classes Begin 7:30 a.m.
- 21 Thursday..... Last Day to Drop Classes in Evening Summer Session I
- 28 Thursday..... Evening Program Summer Session I Ends
- 29 Friday..... June Term Ends

July

- 1 Monday..... July Term Registration and Classes Begin 7:30 a.m.
Evening Program Summer Session II Begins
- 4 Wednesday..... Holiday
- 16 Monday..... Last Day to Drop Evening Session II Classes with Grade of “W”
- 30 Monday..... July Term Ends

August

- 16 Thursday..... Last Day to Drop Classes in the Summer Evening Session II
- 23 Thursday..... Evening Program Summer Session II Ends

Come See Us

Visitors are welcome at all times on the Martin Methodist College campus. Administrative offices in Grissom Colonial Hall are open from 8:00 a.m. to 4:30 p.m. Monday through Friday and, by appointment only, from 8:00 a.m. until noon on Saturday. Visitors desiring to see a particular member of the administrative staff should schedule an appointment before arriving.

General Information

The following mailing address for the College is recommended for prompt delivery of your correspondence:

*Martin Methodist College
433 West Madison Street
Pulaski, Tennessee 38478-2799*

Nature of Inquiry:

Administrative affairs, general information
Academic issues
Admissions information, College Catalog
Athletics
Alumni affairs
Christian Life Center, Health Club
Fees or financial matters
Financial aid
Gifts, bequests
Student affairs
Transcripts

Address To:

Vice President for Campus Life and Enrollment Management
Vice President for Academic Affairs
Director of Admissions
Director of Athletics
Director of Alumni and Annual Giving
Director of Curry Christian Life Center
Vice President for Finance and Administration
Director of Financial Aid
Vice President for College Advancement
Vice President for Campus Life and Enrollment Management
Registrar

Telephone Directory

Office of the President	(931) 363-9802
Academic Affairs	(931) 363-9810
Admissions	(931) 363-9868
Admissions (Long Distance/Toll-free)	1-800-467-1273
Alumni and College Advancement	(931) 363-9882
Athletic Department	(931) 363-9872
Business Office	(931) 363-9817
Student Affairs	(931) 363-9821
Financial Aid	(931) 363-9821
Office of the Registrar	(931) 363-9809
College Fax	(931) 363-9818

Martin Methodist College

Martin Methodist College, founded in 1870, is a liberal arts, four-year college related to the Tennessee Conference of The United Methodist Church.

Martin Methodist College has a historic campus located in Pulaski, Tennessee, in the beautiful hills of southern Middle Tennessee. The College is convenient to both Nashville (70 miles to the north) and Huntsville, Alabama (40 miles to the south).

Mission Statement

Martin Methodist College, as an institution of higher education related to the United Methodist Church, has as its mission to:

- provide undergraduate educational programs grounded in the liberal arts and sciences that are designed to prepare students for future careers and lives of continued learning;
- promote a diverse learning community that nurtures intellectual, spiritual, social and personal growth;
- serve the region and church through educational, spiritual, social and cultural programs.

Vision Statement

Martin Methodist College is committed to being one of the leading, small, nurturing liberal arts colleges in the southeast and a model of church-relatedness for the United Methodist Church.

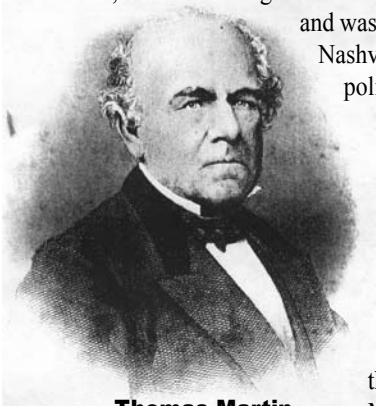


MMC's campus is located in the Westhill Historic District of Pulaski.

History of the College

Martin Methodist College bears the name of Thomas Martin who provided for the establishment of a school for girls in Giles County by giving the original endowing gift of \$30,000 through a provision in his will in 1870. His bequest was the fulfillment of a dream of his daughter Victoria who, before her death at the age of twenty, requested that her father establish such a school for young women.

Thomas Martin, the son of a Methodist minister, was born in 1799 and moved to Pulaski, Tennessee, while he was a young man. He possessed unusual business acumen and made his mark in the business world early in life, soon becoming a millionaire. He was a friend of President James K. Polk of nearby Columbia, Tennessee, and was once offered the position of United States Treasurer. He served as president of the Nashville and Decatur Railroad, president of a local savings bank, and was an influential political figure in the region and a loyal member of the Methodist Church in Pulaski.



Thomas Martin

The College moved to its current location in 1875, on seven acres purchased from Governor John C. Brown for \$16,000. For many years the College was operated as a four-year boarding college for women, with an elementary division for the children and young people of Pulaski. Many persons of influence are numbered among its illustrious graduates. Its first building stood near the site of Martin Hall. As the College grew, new facilities were added and the site of the campus expanded.

In 1908, an agreement was reached whereby the Board of Trustees transferred the property of the College into the hands of the Tennessee Conference of the Methodist Episcopal Church, South. The name was changed from Martin Female College to Martin College, and financial support for the institution, as well as its influence, began to increase. In 1938, the College became coeducational. The number of male students has grown until the student body shows a ratio of approximately half women and half men. As the College grew, adjoining property was purchased and added to the campus.

In 1983, the College constructed the Robert E. Curry Christian Life Center from the proceeds of a capital funds campaign. Martin Methodist College students, faculty, and staff, as well as persons from the community and the churches of the Tennessee Conference, use the center.

In April, 1986, the Board of Trustees added the word “Methodist” to the College’s name. This addition affirms Martin’s strong ties to The United Methodist Church and clearly states the values of the Wesleyan tradition which undergird the College.

Martin Methodist College became a four-year institution beginning with the 1993-94 academic year. The decision by the Board of Trustees to become a baccalaureate-degree granting institution was one of the most far-reaching decisions in the history of the school and was implemented to expand and enhance the school’s opportunities to achieve its objectives.

In 1998, the College purchased 44 acres 1.5 miles east of the main campus. Facilities for all outdoor athletic events will eventually be built on this East Campus.

In January of 1999, the Board of Trustees of Martin Methodist College made the momentous decision to seek growth in the size of the student body to at least 1,000 students. This decision set into motion a 10-year plan, *Martin 2010*, which was necessary to accommodate the projected 2010 enrollment of 1,000-1,200 students. This

plan included the ability to offer expanded programs and services for students.

In April of 1999, the Center for Church Leadership was established by Martin Methodist College as part of its mission as a church-related institution of higher education. The center assists in the training and support of church leaders, both lay and professional, and has begun to provide an ambitious level of service to the churches of the region.

The College purchased the stately antebellum home of former Governor John C. Brown in 1995. The property is located on the east side of the campus adjacent to the men's dormitory. Damaged by age, fire, and winds, the home has been removed from the property. The College has reconstructed the historic home, now known as Herbert and Grace Grissom Colonial Hall, using as much of the original material from the old structure as possible. The building houses the administrative offices, reception and meeting rooms, and the Senator Ross Bass Archives.

Campus and Buildings

The prevailing architecture of the campus is contemporary. **Martin Hall** (1957), houses classrooms, some faculty offices, the Upperman Room for lectures and dinners, and a 500-plus seat auditorium which also serves as The Martin, Pulaski's only first-run movie theater.

The **Dr. W. Harold Andrews Science Building** (1959), houses classrooms and laboratories for biology, chemistry, nursing, and physics, and features a large lecture room. Offices for the science and accounting faculty are located in this building as well.

The **D. W. Johnston Center** (1975) contains 16 classrooms, 16 faculty offices, and the **Warden Memorial Library**. This building is the center of the educational activities for the College.

Criswell Hall (1964) provides comfortable living quarters for women students. This building has a guest lounge, a resident lounge for the private use of the students, a laundry room, and the resident counselor's apartment. It is located in an elevated position which commands a panoramic view of the campus from its front terrace.

The **Virginia and Thomas Gault Fine Arts Center** is the result of a major renovation, completed in the fall of 2009. The building was originally constructed in 1931 as the College's gymnasium, serving in various functions until the 1990s. The renovated facility contains a 124-seat recital hall, an art gallery, and offices and classrooms for the art and music programs. The Gault Center also houses a fleet of Steinway pianos, making Martin Methodist College only the 86th "All-Steinway School" in the world, and one of the smallest institutions to earn that designation.

Upperman Hall (1951) is a residence hall housing both men and women. The first wing of this building was constructed in 1951, remodeled in 1970, and underwent an upgrade in 2004. A second wing was added in 1970.

The **Starnes Student Union Building** (1968), contains the College's dining hall, the Jazzman Café, student mailboxes, counseling offices, and the Student Resources Center.

The **Robert E. Curry Christian Life Center** (1983), which sits atop the hill on the western edge of the campus, houses a gymnasium, an indoor pool, an indoor track, weight room, racquetball courts, and other physical

education facilities. The sports medicine training room is located in the center. Intercollegiate volleyball courts are also located here. An outside sand volleyball court is located adjacent to the center. The Grissom Natatorium underwent a \$1 million renovation in 2008.

The **Grissom Gazebo**, located at the east end of the Campus Green, is used for graduations, concerts, theatrical performances, and other outdoor events.

The **Herbert and Grace Grissom Colonial Hall** (2002), located beside Upperman Hall on the east end of campus, houses the administrative offices.

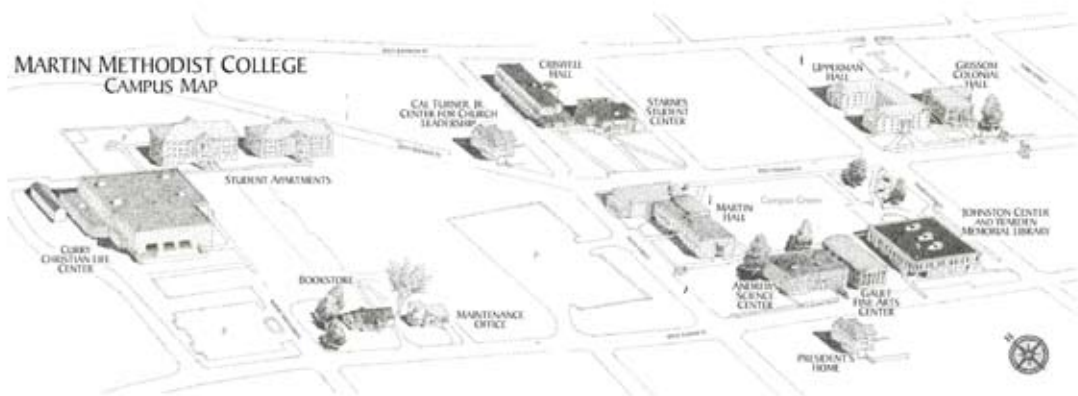
The **Cal Turner, Jr. Center for Church Leadership**, located across the street from Criswell Hall in what was formerly known as the Owen House, is the home of the CCL program, housing church relations, religious life, and Martin Serves. The campus minister and several religion faculty members also have offices there.

The **College Bookstore** is located on the southwestern edge of the campus, near the Robert E. Curry Christian Life Center. Originally a private residence, the building was completely renovated in 2004.

Student Apartments, two multilevel structures constructed in 2004, house 116 students with each apartment consisting of four single bedrooms, two full baths, a small kitchen and dining area, and washer and dryer facilities.

The soccer complex is located on the **East Campus**. Facilities for all outdoor athletic events will eventually be built on this site.

Facilities available to the college community are not confined to the campus. Home baseball games are played in Sam Davis Park, and softball games in North End Park; both are owned by the City of Pulaski. Golf matches are played at Henry Horton State Park golf course. The golf team also practices and plays matches at Hillcrest Country Club in Pulaski. The tennis team practices and plays matches at both Magazine Road Park and Hillcrest Country Club.



Admission to the College

Martin Methodist College seeks to recruit and enroll qualified first year and transfer students who exhibit a high degree of academic ability and demonstrate a serious commitment to the pursuit of a quality education founded upon a rich and acknowledged liberal arts tradition. Students are admitted to Martin Methodist College without discrimination on the basis of race, color, creed, national origin, disability or religion. The Office of Admissions and Enrollment Management is responsible for administering admissions policies.

The Office of Admissions strongly encourages all prospective students interested in enrolling at Martin Methodist College to visit the campus at one of four scheduled Preview Days or to arrange a private visit with an admissions counselor. Private visits may be scheduled Monday through Friday from 8:00 a.m. to 5:00 p.m. and on Saturday from 9:00 a.m. to 12:00 noon. To reserve your place at the next Preview Day or make an appointment, call the Admissions Office at 1-800-467-1273 or 931-363-9868. You may also schedule your visits by emailing the Office of Admissions at admit@martinmethodist.edu or visiting the college website at www.martinmethodist.edu/admissions.

Requirements for Admission

Students may be considered for admission to Martin Methodist College at the beginning of any academic term; however, prospective students are encouraged to apply as early as possible after completion of the junior year of high school. In addition, dorm deposits should be made as early as possible to secure a room for residential students. The College will also consider students who have successfully completed high school equivalency exams such as the GED.

For admission to Martin Methodist College, students must fulfill at least two of the following requirements:

1. a composite score of 18 or above on the ACT or 750 or above on the SAT,
2. a minimum high school grade point average of 2.0, or
3. rank in the top 50th percentile of their graduating class.

Special Circumstances

Students who do not meet two of the previously stated requirements should contact an admissions counselor to determine if they may be offered admission to the College by the Vice President for Campus Life and Enrollment Management if special circumstances exist. These students may be required to take a reduced class load during their first semester of attendance. Such students also will be subject to placement testing, and required to take appropriate coursework to overcome any apparent deficiencies.

Transfer Students

Students who have studied at another college or university may apply for transfer to Martin Methodist College. A transfer student must meet the same academic requirements expected of first time college students. Additionally, the student must be in good standing with the last college or university attended. An official transcript of all previous college work must be submitted, and a high school transcript may be required. Transcripts will be evaluated on an individual basis and recognized courses taken at another college or university may be credited toward graduation. During the first semester of attendance, transfer students will be notified by letter of the

courses accepted for transfer. Martin Methodist College does not transfer grades of “D” or lower except when a student has graduated with an Associate or Bachelor’s degree with an overall GPA of 2.0 or above.

Application Procedures

1. An official Application for Admission form must be completed in full. Forms may be completed online at www.martinmethodist.edu/apply-now, on campus at Colonial Hall, or can be mailed to you by calling 1-800-467-1273.
2. Official high school transcripts must be received by the College. Transfer students must submit transcripts of all high school and college course work.
3. The American College Test (ACT) or Scholastic Aptitude Test (SAT) must be taken and test battery scores must be sent to the College (ACT College Code 3986; SAT College Code 1449).
4. Resident students, upon notification of acceptance, must make a room deposit as indicated on the application. This deposit will become a breakage deposit which is refundable, provided there is no damage, at the end of the last term in residence.
5. Students who have not been enrolled at Martin Methodist College for a semester or a module must complete a re-admission application. Students who have been enrolled within the past calendar year will not be required to pay an application fee.
6. Applicants are expected to be present on their scheduled registration day.

Pre-college Students

Students who wish to begin college work during the summer between their junior and senior years of high school may be admitted for regular college credit under the following conditions:

1. must have an overall academic average of 3.00 (B) or above in high school;
2. courses taken in the summer session must be chosen in consultation with their high school counselor, principal, and the Vice President for Academic Affairs of the College; and
3. college classes must supplement rather than duplicate their total high school program.

Such courses are not expected to apply toward high school graduation nor will they be considered as part of the entrance requirements for regular admission to Martin Methodist College; however, they will apply as credit for those who may subsequently enter Martin Methodist College as regular students. The exception are courses taken through Dual Enrollment, in which seniors from Giles County High School or Richland High School take college-level courses taught by Martin Methodist College faculty members on the high school campus. Upon successful completion, the student will receive both credit toward high school graduation and credit on a college transcript.

Early Honors Admission

Highly qualified, mature high school students who have earned at least 12 units of high school credit (college

preparatory work is strongly recommended) with a 3.25 grade point average on a 4.00 grading system may apply for early honors admission. Applicants must have taken the ACT or SAT and have unqualified recommendations from their high school officials. Applicants for the early honors admission program must schedule a conference with the Vice President for Academic Affairs and the Vice President for Campus Life and Enrollment Management before any final disposition can be made concerning acceptance as a first-year or special early honor student.

It is strongly recommended that students in this program begin their studies during the summer session, so that both they and the College have an opportunity to evaluate their maturity and degree of preparedness before the beginning of the fall semester.

International Students

International students who show evidence of ability to communicate in English and to benefit from Martin Methodist College's educational program will be considered for admission. Evidence of English proficiency can be demonstrated by achieving a minimum score on the Test of English as a Foreign Language (TOEFL) of 500 on the paper based test (PBT), 173 on the computer based test (CBT), or 61 on the new internet based test (IBT); or by successful completion of an English Language Institute approved by the College. A statement of financial responsibility is required. An official transcript of the last four years of academic work must also be submitted. Inquiries concerning studies in colleges in the United States may be directed to United States Embassies and Consulates. All international students must undergo placement testing prior to registration and, based upon performance, may be required to take classes in English as a Second Language (ESL).

Veterans Affairs

Martin Methodist College is approved for the training of veterans and their dependents by the Tennessee State Approving Agency. The veteran seeking admission to the College should notify the Vice President for Campus Life and Enrollment Management concerning eligibility under the various chapters of the G.I. Bill. All applicants for benefits are subject to Veterans Administration approval.

Credit For Prior Learning

Credit for prior learning includes any mechanism in which a student may be granted college-level credit in non-credit or experiential settings. This includes the granting of credit for nationally recognized examination programs (College Level Examination Program [CLEP], Advanced Placement [AP], DANTES Subject Standardized Tests [DSST], American Council on Education endorsed examinations, Council for Adult and Experiential Learning [CAEL]), state approved certification programs combined with appropriate work experience; course-specific examinations (challenge or by-pass) designed by college faculty; or by portfolio review, candidate interview, performance assessment, or a combination of these methods documenting competence.

Credit will only be awarded for comparable courses awarded at Martin Methodist College. Students seeking credit for prior learning experience should direct initial inquiries to the Vice President for Academic Affairs, who will confer with appropriate faculty to determine if the student has met requirements necessary to apply for review for prior experience credit. If approved, the student must complete an Application for Credit for Prior Learning, and meet with the designated faculty to determine the method to be followed in seeking credit. This group will also review the student's performance or documentation of competence and will determine if credit is

to be granted. Course credit earned for prior learning experience will be recorded on the student's transcript with the grade of "P". Students may not seek prior learning experience credits for courses that they have previously enrolled in and dropped, or for courses that they have failed.

A fee of \$100 per credit hour is charged for developing and evaluating a challenge examination or for reviewing a portfolio. A recording fee of \$50 per credit hour is also charged and if the student is less than full-time, tuition may also be charged.

Admission with Advanced Standing

Students may earn as many as 30 semester hours of credit toward graduation through CLEP tests, by-pass examinations, and the Advanced Placement Program. The total amount of credit earned in this manner must be reduced by the number of semester hours earned by correspondence courses.

CLEP tests, by-pass examinations, and any form of Advanced Placement Tests may not be used to pass a course that has been failed, or in which a student is currently registered. No student who has not first submitted a completed application and paid the fee of \$150 for each examination will be allowed to take by-pass examinations.

Advanced Placement

Students may be granted credit on the Advanced Placement Examinations administered by the College Entrance Examination Board (CEEB) Advanced Placement Program offered through their high schools. Hours earned in this manner will apply toward the total hours required for graduation. Grades of satisfactory (P) will be assigned, but will not be included in the grade point average. Credit will be awarded in the various subject areas as follows:

<i>AP Exam</i>	<i>AP Score</i>	<i>Hours Credit</i>	<i>Course Equivalency</i>
Art History	3 or higher	6	ART 121-122
Biology	3 or higher	8	BIO 111-112
Calculus AB	3 or higher	5	MAT 142
Calculus BC	3 or higher	5	MAT 241
Chemistry	3 or higher	4	CHEM 111
Chemistry	4 or higher	8	CHEM 111-112
Computer Science A	3 or higher	3	MIS 340
Computer Science AB	3 or higher	3	MIS 340
English	3 or higher	6	ENG 101-102
World History	3 or higher	6	HIS 111-112
American History	3 or higher	6	HIS 201-202
American Government	4 or higher	3	HIS 221
French, Spanish, German	3 or higher	6	FLG 200 level
Music	3 or higher	6	MUS 101, 102
Physics	4 or higher	4	PHY 241

College-Level Examination Program (CLEP)

Credit may be awarded for acceptable scores on certain subject area examinations of the College-Level Examination Program (CLEP) of the College Entrance Examination Board. Credit will be awarded only for comparable courses offered at Martin Methodist College. Although not given at Martin Methodist College, these examinations can be taken at any of several testing centers in the surrounding area. Fees are set by CLEP, and the student is responsible for scheduling such examinations. Students who are interested in taking such examinations should check with the Vice President for Academic Affairs and the appropriate division chairperson before arranging to take such an examination. Credit will be given only in those areas in which comparable courses are offered at Martin Methodist College. A nominal administrative fee will be charged for the handling and recording of credit for each examination successfully completed. Transfer students must have copies of CLEP scores sent by the CLEP Testing Center to Martin Methodist College for evaluation. For subject exams, a minimum score of 50 is required, and in some areas a written essay is required in addition to the subject examination.

By-Pass or Challenge Examinations

A limited number of Departmental Examinations are available to students who qualify to attempt to by-pass courses. Requests to by-pass a course will be considered only for lower-level courses, and the student must be able to document prior experiences that would justify a by-pass attempt. No more than six hours may be earned in this manner. A grade of “P” is entered on the transcript when credit is earned. In order to receive credit the student must petition the appropriate faculty member to request by-pass examination(s). The student also must have approval of the Division Chair and the VP of Academic Affairs before such a test may be given. The student must earn a grade of “C” or better on the examination(s) to receive credit. Students cannot take a by-pass examination for a course in which they are currently enrolled or for a course in which they have received a grade of “F”. Students will be expected to furnish evidence of laboratory or field experiences in order to by-pass a course in which such experiences are required. Students must pay a fee to by-pass a course, and if enrolled only part-time or if the hours received would cause the semester credit hour load to exceed 18 hours, must pay for the credit hours received.

Credit for Educational Experiences in the Armed Forces

All veterans must submit a copy of the D.D. Form 214 as part of their admissions process. Credit toward a degree may be granted to those students whose D.D. Form indicates a period of continuous active duty for at least 90 days. Two semester hours will be granted for basic training or its equivalent, and it will be considered as credit in physical education. Additional credit for training in formal service schools will be granted on the basis of recommendations published in “A GUIDE TO THE EVALUATION OF EDUCATIONAL EXPERIENCES IN THE ARMED SERVICES” or the recommendations of the Commission on Accreditation of Service Experiences in so far as the recommended credit can be evaluated as equivalent to a specific Martin Methodist College course.

Expenses

Martin Methodist College is a non-profit institution of Christian higher education supported financially by the Tennessee Annual Conference of The United Methodist Church; by income from endowment; by tuition; and by gifts from individuals, business concerns, foundations, and other organizations interested in the cause of independent higher education.

Tuition is due and payable at registration at the beginning of each session. Students are charged according to the number of semester hours attempted. No student will be admitted to class until arrangements concerning settlement of tuition have been made with the Business Office.

Table of Expenses

Academic Charges / 2010-2011

Full-time tuition, per year (12-18 semester hours)	\$19,998.00
Part-time tuition, per credit (1-11 semester hours)	830.00
Overload tuition, per credit (19 semester hours & above).....	415.00
Comprehensive Fee (Full-time day students)	584.00
Student Teaching Fee.....	300.00
Nursing Fee, per term.....	350.00
Physical Education/Sports Management Intern Fee.....	220.00
Directed Study Fee (in addition to tuition), per hour.....	120.00
Challenge Examination or Portfolio Review Fee, per hour (plus tuition, if applicable).....	100.00
Music private lesson Fee, per credit hour.....	80.00
Freshman Seminar Fee.....	75.00
Late Registration Fee.....	75.00
Audit Course Fee (per credit hour).....	60.00
Recording Fee (per hour) for credits earned by Challenge Exams or Portfolio Review.....	50.00
Drop/add fee (each time schedule is changed).....	25.00
Lab Fees for Art, MIS, Science courses and selected PE Courses (per course).....	30.00
Education strategies course fee	
Elementary Education fee.....	50.00
Secondary Education fee.....	150.00
Computer literacy test fee	25.00
Foreign Language, materials fee.....	10.00

Residential Charges

Room & Board, Residence Halls (double occupancy) — per year	7,000.00
Room & Board, Residence Halls (single occupancy) — per year	7,800.00
Room & Board, Apartment — per year (per person).....	7,800.00
Residence Hall damage deposit, per year	250.00

Activity Charges

Admission Application fee.....	30.00
Replacement Identification Card /Car Registration fee, per card	25.00
Graduation fee (in semester of graduation).....	150.00
Additional degree at same time.....	25.00
International student activity fee, per academic year.....	300.00
International student insurance (required)	632.00

Other Program Charges

Evening College tuition, per semester hour.....	415.00
Evening College Late Registration Fee.....	25.00
Evening College Comprehensive Fee (per session).....	25.00
Summer session 2011 tuition – per hour credit.....	200.00
Summer session 2011 tuition for NUR 200 level courses.....	250.00
Summer session 2011 Nursing tuition per hour credit for 300 level courses	760.00
Summer Room and Board, Residence Halls 2011.....	650.00

All charges subject to change without notice.

Refunds

Excess Funds

No excess funds will be issued until a credit appears on the student's account. When financial aid — including scholarships, grants, loans, work study payments, etc. — has been received and a credit balance is generated, the student will be eligible for a refund. Refund request forms must be submitted online at the student login page. No refunds will be issued prior to census day.

Withdrawal from College

All students who are withdrawing must inform the Business Office of their intentions. Each student will be given instructions regarding the withdrawal process. A withdrawal form with appropriate signatures must be completed and returned to the Academic Dean's office before a withdrawal is official. In some cases, withdrawal from MMC before completing 60% of the semester may result in the student owing a balance to MMC.

Tuition Refund

Students who drop a class or withdraw from all classes during an enrollment period will receive a tuition refund based on the following schedule. For students who receive federal financial aid and withdraw, drop out, or are dismissed from school, a refund will be calculated based on federal guidelines for returning Title IV funds and the following schedule. The following information is a basic outline. Full regulations are on file in the Business Office. Refund examples are also available in the Business Office and will be provided upon request. Credit for institutional charges for fall and spring semesters, as well as for each module or term of Evening College and Summer School, will be made according to the following schedule:

- *During the first week of class - 100%*
- *On or before the first day of class (Class never attended) — 100%*
- *Through the end of the first 15% period of enrollment — 90%*
- *Through the end of the first 30% period of enrollment — 50%*
- *Through the end of the first 60% period of enrollment — 25%*
- *AFTER the 60% period of enrollment — NO REFUND*

Charges are prorated from the first scheduled class period until actual withdrawal. There is no credit for temporary absences. Dropped labs or special fees will be prorated based on the above schedule.

Institutional aid refunds will be calculated on the same basis as tuition (stated above). In no case will institutional funds generate a refund greater than the amount of personal funds received. Dropped courses are calculated on the same schedule as withdrawals. If a course dropped before the end of a refund period causes a student to become less than a full-time student, all institutional aid is forfeited and federal financial aid will be calculated based on the number of hours attempted after the course is dropped. A "return of Title IV funds" calculation will be made only when a student withdraws from all courses.

In some cases, a withdrawal or a dropped class may result in a balance owed to the College.

Room and Board Refund

When a student withdraws or moves out of student housing, a prorated portion of the semester's room and board charge, beginning with the date of non-occupancy of the room, will be refunded based on the institutional charges refund schedule.

Students Receiving Title IV Funds

All students receiving federal financial aid are subject to federal regulations enforced by the Department of Education. The following procedure is used in determining the amount of federal financial aid to be returned to Title IV programs:

1. The date of withdrawal is determined.
2. The percentage of the payment period or period of enrollment attended by the student is determined.
3. The amount of Title IV aid earned by the student is determined by multiplying the total Title IV aid for which the student was eligible by the percentage of time enrolled.
4. The amount earned is compared to the amount disbursed. If the amount earned is greater than the amount disbursed, then a post-withdrawal disbursement must be made if the student is eligible for a "late disbursement." If the amount disbursed exceeds the amount earned, the Title IV aid must be returned.
5. The responsibility for returning unearned aid is allocated between the institution and the student according to the portion of disbursed aid that could have been used to cover institutional charges and the portion that could have been disbursed directly to the student once institutional charges are covered.
6. The institution must return the unearned aid. Unearned Title IV aid is distributed back to the Title IV programs from the institution as required by federal guidelines in the following order: Unsubsidized Federal Stafford Loan, Subsidized Federal Stafford Loan, Federal PLUS, Federal Pell Grant, Federal SEOG, other Title IV programs.
7. If the amount that the institution is responsible for returning is less than the total amount of aid that needs to be returned, the student is responsible for the remainder. The order of the return of funds by the student is as follows: Federal Pell Grant, SEOG (x 50%), and other Title IV programs (x 50% for grant funds).

Dropped Courses

Dropped courses are calculated on the same refund schedule as withdrawals. If a course dropped before the end of the refund period causes a student to drop below full-time status, all institutional aid is forfeited and federal financial aid will be calculated based upon the number of hours remaining after courses are dropped.

Refund Appeals

A student who has unusual, exceptional, and/or extenuating circumstances involved in their withdrawal from college may appeal the refund determination in writing within thirty (30) days from the date of withdrawal. The appeal will be considered by a committee composed of the President of the College, the Vice President for Campus Life and Enrollment Management, the Vice President for Finance and Administration, a member of the faculty, and a member of the student body. In no case will money be refunded to a student while that student owes money to the College.

Financial Aid

How to Apply for Financial Aid

Application for financial aid should be made as early as possible. Late applications can only be considered within the availability of funds.

The following steps should be taken in applying for financial assistance to attend Martin Methodist College:

1. All students MUST submit an Application for Admission to Martin Methodist College before their applications for financial aid will be processed. This form is available from the Office of Admissions or on-line at www.martinmethodist.edu.
2. An applicant who is a Tennessee resident must mark the appropriate residence question on the Free Application for Federal Student Aid (FAFSA). This (FAFSA) form allows the student to apply for the Tennessee Student Assistance Award (TSAA) and the Pell Grant at the same time. This form is also required to receive a Tennessee Education Lottery Scholarship. These forms may be obtained from Tennessee high school guidance offices, the Admissions Office at Martin, or on-line. To apply on-line, you must first obtain two pin numbers, one for the student and for the parent, which will serve as your on-line signature for the on-line FAFSA. The pin numbers may be obtained at www.pin.ed.gov. Once the pin numbers are received, go to www.fafsa.ed.gov to complete the FAFSA on-line. THIS IS A FREE SERVICE. Be sure you use the extension ed.gov or you will go to a *non-government* site that is *not* free and probably *not* safe.
3. Out-of-state applicants who are not Tennessee residents should complete the Free Application for Federal Student Aid to be considered for the Pell Grant and other assistance. This form is available in high school guidance offices or see item 2 above. Out-of-state applicants are not eligible for the Tennessee Student Assistance Award.
4. For further information, contact the Vice President for Campus Life and Enrollment Management, Martin Methodist College, Pulaski, Tennessee 38478-2799.

Special Notes and Requirements

- A. All financial aid awards are made on a one-year basis. STUDENTS MUST RE-APPLY FOR FINANCIAL AID EACH ACADEMIC YEAR.
- B. The priority deadline for application for financial aid is February 1st prior to the academic year for which aid is requested.
- C. Students must be enrolled on at least a half-time basis (6 semester hours) to be eligible for federal or state financial aid. A student must be a full-time (at least 12 semester hours) day student to be considered for institutional financial aid.
- D. Students are required to meet the retention standards outlined in this catalog to remain eligible to receive Title IV financial aid funds.
- E. Students receiving scholarships awarded on academic achievement must attain a 2.75 grade point average (GPA) for the first year to be eligible for renewal of the scholarship for the subsequent year. For each subsequent academic year a student must maintain a minimum 3.0 (GPA).
- F. All students who receive aid underwritten by the College are expected to adhere to the Honor Code for Academic and Student Life.

- G. Financial need is defined as the reasonable cost of education minus the student's available resources, the prime sources for these being the student and his/her family. College aid serves to supplement personal resources.
- H. Institutional aid may be affected by the receipt of need based funds.
- I. Students have the right to appeal financial aid decisions to the Admissions and Financial Aid Appeals Committee.

Grants

Federal Pell Grants

This is a grant program for undergraduate students who have a demonstrated financial need. The amount of the award is based on determination of the student's eligibility and the cost of attendance at the college. To apply for this grant a Free Application for Federal Student Aid (FAFSA) is required. The form may be obtained from high school guidance offices or the Student Financial Aid Office at Martin. Students are encouraged to apply electronically. A student can go on-line to www.fafsa.ed.gov, or visit the Student Financial Aid Office for completion of the FAFSA form which will then be sent electronically.

Federal Supplemental Educational Opportunity Grant (FSEOG)

These grants are awarded to students with exceptional financial need. The Martin Methodist College Student Financial Aid Application and FAFSA must be submitted. Secure these from high school guidance offices or the Martin Methodist College Student Financial Aid Office or go on-line. See item # 2 under "How to Apply for Financial Aid" above for details.

Tennessee Student Assistance Award (TSAA)

This is a grant program available to Tennessee residents with financial need who are attending Tennessee institutions. These grants are administered by the Tennessee Student Assistance Corporation (TSAC), Nashville, Tennessee. The Free Application for Federal Student Aid (FAFSA) is required for consideration for this grant. Forms may be secured from high school guidance offices, the Student Financial Aid Office, or on-line. See item # 2 under "How to Apply for Financial Aid" above for details.

Tennessee Lottery Scholarship

Students graduating from qualified Tennessee high schools may receive lottery-funded awards if they achieve an ACT Score of 21 or a 3.0 unweighted grade point average. The scholarships are awarded to students who graduate in 2003 or later, who enroll in a timely manner and who attend a Tennessee institution of higher education. This scholarship is renewable for up to four (4 years) or 120 credit hours, whichever comes first, if the student meets the yearly requirements set by the state of Tennessee. The FAFSA is required for this scholarship. See item #2 under "How to Apply for Financial Aid" above for details.

Federal College Work-Study Program (FCWSP)

This is a federal work program designed to assist students with demonstrated financial need who must earn part of their educational expenses. Students work on campus for an hourly wage, the number of hours per week

being dependent upon the amount of the work-study award. A Martin Methodist College Student Financial Aid Application and FAFSA are required. These are available in high school guidance offices, the College's Student Financial Aid Office, or on-line. See item # 2 under "How to Apply for Financial Aid" above for details.

Student Loans

Federal Direct Loan

This is a federal loan program which allows a student to borrow a maximum of \$3,500 per year for the first year, \$4,500 for the second year and up to \$5,500 for the third and fourth years. To apply for this loan, one must be admitted to and in at least half-time attendance in good standing at an eligible institution. A FAFSA is required to be eligible for this loan. An applicant can complete the Master Promissory Note (MPN) for the direct loan at www.studentloans.gov.

United Methodist Student Loan Fund

An applicant for this loan must be a member of The United Methodist Church, a United States citizen, admitted to a degree program at an accredited U.S. institution, and must maintain at least a "C" average. A student enrolled at Martin Methodist may borrow a maximum of \$2,500 per year at a fixed interest rate. Repayment must begin six months after the borrower ceases college enrollment and may extend for a maximum of six years. Applications may be obtained from Student Loans and Scholarships, Board of Higher Education and Ministry, The United Methodist Church, P. O. Box 871, Nashville, TN 37202.

Satisfactory Academic Progress (SAP)

Students receiving financial assistance under the federally supported Title IV Programs, as well as institutional aid recipients, must comply with certain standards to be eligible for such assistance. Satisfactory academic progress is a measurement of the student's successful progress in their studies based on their degree level and status (part-time/full-time). Satisfactory progress is evaluated once each calendar year, using standards that are both qualitative (academic performance as measured by grade point average) and quantitative (total number of academic credits earned within specified time periods).

It is the student's responsibility to stay informed of the College's SAP standards and to monitor their progress. For SAP purposes, students' academic records are reviewed by the Student Financial Aid Office each academic year at the end of the spring semester. Students who do not meet one or more of the SAP standards are not eligible for financial aid for the next academic year. Eligibility may be regained by resolving all deficiencies except for the Maximum Length of Study standard.

Standard Academic Progress Standards

1. Qualitative Standard:

Grade Point Average:

To meet this standard, a student must maintain a level of academic performance required to remain at the College as a matriculated student. The minimum level of academic performance is as follows:

<i>Hours attempted</i>	<i>G. P. A.</i>
1 - 29	1.50
30 - 59	1.70
60 - 99	1.90
100 or more	2.00

Students who are placed on academic probation continue to be eligible to receive financial aid under this policy, assuming that they meet the Quantitative Standards outlined below.

2. Quantitative Standards:

Grades and Credits: To earn credit hours at Martin Methodist College, one must receive a grade of A, B, C, or D. All other grades, including F, INC (incomplete), AUD (audit), W (withdrawn), WP (withdrawn passing), and WF (withdrawn failing) do not earn credit hours, but do count towards the quantitative standards of performance.

Completion Rate:

A student must successfully earn credit for at least two-thirds (67%) of attempted credit hours for all previous periods of enrollment. Students should note that audited courses count as hours attempted, but not earned and could affect a student's ability to satisfy the hours earned standard. Also, when students repeat courses, the total attempted hours will increase with each repeat, but the student may only earn hours for a successfully completed course once. Therefore, repeating courses may negatively affect a student's ability to satisfy the hours earned standard.

Maximum Time Frame:

To remain eligible for financial aid, students must complete their degree requirements within 150 percent of the published length of their academic program. This means that a student's attempted and transferred credit hours cannot exceed 150% of the credit hours necessary for completion of their primary degree or certificate. The maximum time frame is not increased for dual-degree or combined degree candidates, but is based on the program length associated with the student's primary academic program.

For full-time students, it is recommended that they attempt to earn at least 31 credit hours per academic year in order to graduate in four years. Part-time students must attempt a minimum of 12 hours of academic work per academic year.

Satisfactory Academic Progress Review

At the end of each semester (Fall, Spring, and/or Summer) a SAP review is completed. Students who are out of compliance with the GPA and completion rate standards and who are eligible to return to the College will be placed on warning for the following term. After the term of probation, if the student does not meet SAP requirements, he/she becomes ineligible for further financial aid until all deficiencies are remediated. The Academic Affairs Office sends written notification of ineligibility to students at their permanent addresses as listed in official college records in the Registrar's Office.

Regaining Eligibility for Financial Aid

Students who fail to attain the qualitative and/or quantitative standards for SAP should consult with a financial aid counselor to determine appropriate steps to take to regain financial aid eligibility. Actions to consider for regaining financial aid eligibility include:

- Taking courses during the summer;
- Repeating failed courses;
- Removing incomplete (INC) grades;
- Reviewing repeated courses to insure that the highest grade has been computed.

A student's cumulative GPA can only be improved by coursework at Martin Methodist College. Credit hour deficiencies can be made up by attendance at Martin Methodist College or at another institution. However, if enrolling elsewhere, the student must complete the appropriate transfer study form and have the work pre-approved prior to enrolling at the other institution. Following completion of work elsewhere, the student is responsible for having an academic transcript sent to the Martin Methodist College Registrar's Office. Once deficiencies have been remediated, the student must notify the Student Financial Aid Office and request reinstatement of eligibility. Once the maximum length of study standard has been exceeded, financial aid eligibility ends, even if the student is in compliance with the other two standards.

Appeals Process

Students who fail to meet any of the minimum requirements for Satisfactory Academic Progress and who lose all financial aid eligibility have the right to appeal this action to the Admissions and Financial Aid Appeals Committee by submitting a Student Appeal Form. An appeal must be based on significant mitigating circumstances that seriously impacted academic performance. Examples of such circumstances might be serious illness, severe injury, death of an immediate family member, or other similar situations accompanied by appropriate documentation for the circumstance involved. Contact the Student Financial Aid Office to obtain a student Financial Aid Satisfactory Academic Progress Financial Aid Appeal Form.

Scholarships

The following scholarships are administered by the Vice President for Campus Life and Enrollment Management and require a Martin Methodist College Student Financial Aid Application and a FAFSA.

Michael W. and Barbara B. Barton Scholars Program

The Michael and Barbara Barton Scholarships include full tuition, room and board. The minimum requirements for consideration for this scholarship include a minimum ACT score of 27 and a minimum high school GPA of 3.5 on a 4.0 scale. Selection for this scholarship program is competitive and includes a formal interview and a paper on a prescribed topic. Eligibility also requires that Barton Scholars participate in the College's Honors Program.

Dr. Ben Alford Church Leader Scholarship Program

Ben Alford Church Leader Scholarships are awarded through the Cal Turner, Jr. Center for Church Leadership and include full tuition, room and board. For consideration for this scholarship, applicants must be a current and active member of The United Methodist Church, have a minimum high school GPA of 2.5, and show evidence of a long-term commitment to leadership in their local church. Students may major in any subject area. Selection of recipients is determined by a formal competition which includes an interview and a paper on a leadership related topic.

WILL AND CAYCE ABERNATHY SCHOLARSHIP: This scholarship was endowed in 2008 by Rebecca Denty Abernathy, John and Helen Abernathy and other family members in memory of Will and Cayce Abernathy. Priority shall be given to students in a medical field or other worthy recipients.

ACADEMIC SCHOLARSHIPS: Scholarships are awarded annually to students who have exhibited outstanding overall academic achievement in high school, and to students who have outstanding college entrance test scores.

JOHN MARK ALLEN MEMORIAL SCHOLARSHIP: Established in memory of John Mark Allen by The Reverend and Mrs. Paul Allen, this scholarship is awarded to a member of the United Methodist Church.

ALUMNI SCHOLARSHIP FUND: This fund was established by the Martin Methodist College Alumni Association. Recipients of the scholarship may be recommended by an alumnus. Decisions as to recipients will be determined by the Executive Council of the Martin Methodist College Alumni Association.

ALUMNI SCHOLARSHIP (CLASS OF 1941): Established at the 1991 reunion of classes 1939-1941, this scholarship gives preference to descendants of those alumni who attended Martin in the years 1939-1941.

ALUMNI SCHOLARSHIP (CLASSES OF 1955 AND 1956): Funds collected from the classes of 1955 and 1956 are available to descendants for scholarships.

HAROLD AND JEWEL ANDREWS SCHOLARSHIP: Begun in 1990 by Robert and Dawn Gallaher in honor of Dr. and Mrs. Harold Andrews, this scholarship will be awarded to a White County student. The Gallaghers select the recipient for this scholarship.

GEORGE ANDREWS SCHOLARSHIP: Applicants must be committed to a full-time, church related vocation and have achieved a "B" average in high school scholastic work.

ATHLETIC GRANTS-IN-AID: Applicants must demonstrate outstanding athletic ability in addition to an acceptable high school average. The decisions concerning athletic grants are made by the coaches of each sport.

RUSSELL BAILY SCHOLARSHIP: This endowed scholarship was established in memory of Russell Bailey by

the Bailey family in 2001. The awards shall be made considering each applicant's scholastic achievements, educational goals, recommendations regarding leadership in school and community, and character. Priority shall be given to graduating seniors of Giles County High School.

ESTHER BANKS MEMORIAL SCHOLARSHIP: This scholarship, endowed by Mrs. Esther Banks, longtime resident of Morrison, Tennessee, is used to assist outstanding United Methodist students in financing their education.

BASS MEMORIAL SCHOLARSHIP: This scholarship was established by Mr. and Mrs. E. I. Bass to make funds available to students with demonstrated financial need.

HENRY BASS FAMILY ENDOWED SCHOLARSHIP: This scholarship was established in honor of the Henry Bass Family and descendants. Recipients will be selected by the college in conjunction with one or more representative(s) of the family. Recipients must be graduates of a high school in Giles County and be pursuing a degree in education.

BELGRAU SCHOLARSHIP FUND: This scholarship, established by Raymond and Julia Bellgrau, is to be given to a non-athlete. This scholarship is endowed.

THOMAS F. BOOTH AND MERLE VAN ZANDT BOOTH SCHOLARSHIP: This scholarship was established to assist premedical and music majors in their education at Martin Methodist College. This scholarship is endowed.

BOZEMAN SCHOLARSHIP: Applicants for this scholarship, established in memory of John A. Bozeman, Jr., must be of high character. This is an endowed scholarship.

HARRIET AND HUGH BRALY MEMORIAL SCHOLARSHIP: A scholarship in memory of Harriet and Hugh Braly was endowed in 1988 by Dr. and Mrs. John M. Huie. This scholarship is designed for a Giles County student entering the ministry who shows both need and academic promise.

ERNEST E. AND MINNIE O. BROWN SCHOLARSHIP: This fund was set up by Ernest E. and Minnie O. Brown of Shelbyville. This is an endowed scholarship for worthy recipients.

CHRISTINE MCCRACKEN CAMPBELL SCHOLARSHIP: This scholarship was established through the estate of Rufus E. Campbell. Awards shall be made on the basis of need as demonstrated through Martin Methodist College's normal financial aid application procedures. Priority shall be given to students who have demonstrated meritorious academic performance.

THE CARDER SCHOLARSHIP FUND: This scholarship was established in September 2000 to honor Bishop and Mrs. Kenneth Carder upon their completion of eight years of extraordinary service to the Tennessee Conference of United Methodism. First priority shall be given to students who are preparing for a career in a church vocation. Recipients are selected by the Center for Church Leadership (CCL).

S. S. CHAPMAN MEMORIAL SCHOLARSHIP: This scholarship is to be awarded annually to a student from Dekalb county Tennessee.

COFFEE COUNTY ENDOWED SCHOLARSHIP: This fund is designed to assist residents of Coffee County, Tennessee.

ALICE J. COLEMAN SCHOLARSHIP FUND: Pen Women Civic Club of Pulaski honored their president, Mrs. Alice J. Coleman, by establishing this scholarship at Martin. It is a part of the permanent endowment.

W. D. AND HARRIET COMPERRY ENDOWED SCHOLARSHIP: Established in 1993 by Reverend and Mrs. W. D. Comperry, longtime minister in the Tennessee Annual Conference and trustee at Martin Methodist College, this endowed scholarship may be awarded to a needy student who demonstrates academic promise.

COOK MEMORIAL SCHOLARSHIP: This scholarship was established by family and friends of Reverend C. B. Cook to honor his many years of devoted service to the Tennessee Conference and Martin Methodist College. The recipient must be a person of good citizenship and strong moral character and must make satisfactory academic progress. It is a part of the permanent endowment.

THE ROBERT E. CURRY MEMORIAL SCHOLARSHIP: This endowed scholarship was established by the family and friends of Mr. Robert E. Curry. The recipients of this annual scholarship must be deserving students and Giles County residents.

JOE C. DAVIS FOUNDATION FELLOWS WORKSHIP: Selected on the basis of academic promise, good character, leadership qualities, and financial need, the student receiving this workshop shall be assigned to a campus job.

IKE & JEANETTE DENBO ENDOWED SCHOLARSHIP: This scholarship, established by Mr. and Mrs. Ted Lipman, is designed to assist students with financial need and is part of the General Scholarship Fund.

MARY EVELYN WISEMAN DICKSON SCHOLARSHIP: Established in 2007 by the estate of Mary Evelyn Wiseman Dickson for United Methodist persons of good character for the Clarksville District who maintain a "B" average.

THE MARY AND WILLIAM DUGGER ENDOWED SCHOLARSHIP: Established in 1994 by Dr. and Mrs.

Gregory Dugger, this is an athletic scholarship in men's basketball. The head men's basketball coach, in consultation with the Director of Financial Aid, shall be responsible for the selection of recipients.

JOHN S. DUVAL MEMORIAL SCHOLARSHIP: Established in 1992 in memory of John S. Duval, this scholarship gives preference to a church vocations major and/or a baseball player.

RUBY EDENS TEACHING SCHOLARSHIP: Preference is given to a student planning to teach. This scholarship was established in 1992 in memory of Ruby Edens.

THE ANNIE MAE EDWARDS MEMORIAL SCHOLARSHIP: Given by Mrs. Irene Roberts in memory of Miss Edwards, a retired school teacher and member of First United Methodist Church, Hohenwald, this scholarship will be applied each school year to a United Methodist Scholarship.

VESTA ELKINS ENGLAND ENDOWED SCHOLARSHIP: This endowed scholarship will be awarded to a student with financial need who possesses good character and who is a diligent student.

H. ELLIS FINGER AND MAMIE LEE FINGER EDUCATION ENDOWMENT SCHOLARSHIP: The Tennessee Annual Conference established this endowed scholarship fund to honor Bishop and Mrs. Finger. The fund is to aid worthy students of the Tennessee Annual Conference of The United Methodist Church.

FIRST FARMERS AND MERCHANTS NATIONAL BANK SCHOLARSHIP: Established in 1994 by First Farmers & Merchants Bank in Columbia, Tennessee, for students attending Martin Methodist College from Maury, Marshall, Lawrence or Hickman Counties, with preference being given to a student transferring from Columbia State Community College to Martin.

LOUISE MCKEE FITZPATRICK SCHOLARSHIP: This scholarship was established in 1999 by Mrs. Ida F. Wallace in memory of her mother Loucile McKee Fitzpatrick for students in financial need.

MRS. W. RALPH FLETCHER, SR. SCHOLARSHIP: This scholarship was established in 1982 by Ralph and Kathryn Fletcher in memory of his mother, Mrs. W. Ralph Fletcher, Sr., to assist a needy student of good character and academic preparation.

THE FLOYD FUND: This scholarship, established by Minnie Mary Floyd, is awarded annually as part of the General Scholarship Fund to a deserving student.

FLOYD & SARA FORD ENDOWED SCHOLARSHIP: Established by Dr. and Mrs. Floyd Ford of Clarksville, Tennessee, this award is designed to benefit a Montgomery County or Clarksville District student who is entering a church-related vocation.

DR. FRED E. FORD SCHOLARSHIP: This scholarship was established in memory of Dr. Fred E. Ford by family and friends after his death at the age of 61 in 2002. Ford came to Martin College in 1977 as chairman of the humanities division and professor of music. He then left Martin to serve as Academic Dean at Watkins Institute in Nashville and then returned to Pulaski in 1988 to work for Rackley Systems. He rejoined the faculty at Martin in 1991 as director of planning and continuing education and then in 1996 he became the Vice-President for Academic Affairs. Ford had a huge impact on the Martin's transition from a junior college to a four-year institution. He also played a critical role in the development of the long-range plan, Martin 2010. Priority shall be given to students who are majoring in music.

MARY LOUISE FOUST SCHOLARSHIP: This fund was established by Miss Foust through her estate. This scholarship shall be awarded to the daughter of a minister.

DR. & MRS. RAY FRAZIER ENDOWED SCHOLARSHIP IN CHURCH VOCATIONS: This fund was established in 1997 by the Fraziers to provide scholarships to students in one of three Church Vocations areas: Pre-Seminary, Church Business Administration, or Church Music. Priority shall be given to the area of Pre-Seminary.

MR. & MRS. M. H. FREAS SOCIAL SCIENCE AND BUSINESS SCHOLARSHIP: This scholarship was established through the estate of Maurice H. Freas to provide financial assistance to young men and women of outstanding ability and character in the Social Science and Business Division.

GILES COUNTY SCHOLARSHIPS: These scholarships are designed to assist residents of Giles County. Applicants are required to complete the financial aid application before Giles County Scholarships can be awarded.

LARRY GILLESPIE SCHOLARSHIP: Established in memory of Larry Gillespie, this scholarship was created to assist a student graduating from Elkton School.

TOMMY GORDON ENDOWED MEMORIAL SCHOLARSHIP: Established in memory of Tommy Gordon by his wife Mrs. Tommy Gordon, this scholarship is for students who have financial need.

HERBERT AND GRACE GRISSOM SCHOLARSHIP: This scholarship is awarded on the basis of outstanding scholarship and citizenship.

EDISON DRAUGHON GUTHRIE ENDOWED SCHOLARSHIP FUND: This scholarship was established by Jacquelyn Draughon Guthrie in honor of her son, Edison Draughon Guthrie. Preference for this scholarship will be accorded

to deserving students who are preparing to enter the ordained ministry of the United Methodist Church.

JACQUELYN DRAUGHON GUTHERIE ENDOWED SCHOLARSHIP: This endowed scholarship is designed for a student who demonstrates financial need and who is planning a career in some aspect of church vocations.

MRS. MORRIS (THELMA) HARWELL MEMORIAL SCHOLARSHIP: Family and friends of Mrs. Thelma Harwell established this scholarship at the time of her death. The recipient is to be a Giles Countian with outstanding ability and character who has need for financial assistance, preferably a mathematics major.

JOE W. HENRY MEMORIAL SCHOLARSHIP: This fund, established by friends and family upon Justice Henry's death, is to be awarded annually to a Tennessee student. That student must have a cumulative high school average of B, and to qualify for the scholarship in the second year at Martin, must maintain a 3.0 average during the freshman year. The student must be of good moral character and possess a sense of genuine humanitarian concern.

D. E. HILL AND SON SCHOLARSHIP FUND: Established by D. E. Hill, Sr. and D. E. Hill, Jr., this permanently-endowed scholarship is to be awarded annually to deserving students from Lawrence or Giles County.

ED AND LOUISE HOWARD SCHOLARSHIP: Established to honor Ed and Louise Howard, this scholarship goes to a needy graduate of one of the Giles County high schools.

FLENOY AND JEWEL JOHNSON ENDOWED SCHOLARSHIP: This fund was established as a memorial to the life and accomplishments of Flenoy and Jewel Johnson. Priority recipients are members of the Choates Creek UMC and Giles County residents.

FRANCES LANIER JOHNSON ENDOWED SCHOLARSHIP: This scholarship serves to aid a Giles County female majoring in education.

NORMA JOHNSTON SCHOLARSHIP: Given by Archie Johnston in memory of his wife, this scholarship was endowed in 1987. It is designed for Giles County students, with preference given to a student from Rehobeth United Methodist Church.

KEYES/HARRISON SCHOLARSHIP: The fund was given by Mrs. Margaret Keyes Harrison to Martin Methodist College in memory of her parents, Charles E. and Maude P. Keyes, and is a part of the permanent endowment. The annual income shall be expended in support of scholarships for international students.

LINCOLN COUNTY ENDOWMENT: The first priority of this fund is to aid a United Methodist student from Lincoln County.

WALTER F. LOWE MEMORIAL SCHOLARSHIP: Connell Memorial United Methodist Church established a scholarship to memorialize Mr. Walter F. Lowe who gave thirty years to education and teaching. The scholarship is a part of Martin's permanent endowment and the recipient is to be a deserving student.

BERTHA ELLIS LUTON MEMORIAL SCHOLARSHIP: This scholarship was established by Mr. Herbert W. Luton, Sr. and friends of the McKendree United Methodist Church in Nashville in memory of Mrs. Bertha Ellis Luton, wife of Mr. Herbert W. Luton, Sr. Recipients of the scholarship must have a demonstrated financial need. This is an endowed scholarship.

L. DOYLE MASTERS SCHOLARSHIP: This scholarship is provided annually for a worthy student from the Tennessee or Memphis Conference areas of The United Methodist Church.

CELENE SUTTON McCORD ENDOWED SCHOLARSHIP: This scholarship was established by Mr. T. Sanders McCord in memory of his wife. The recipient of this scholarship should be planning a career in church vocations and should demonstrate financial need.

LORI McCLURE MEMORIAL SCHOLARSHIP FUND: This scholarship was created to honor Lori McClure by her friends and relatives. Students interested in this award shall be serious students with proven academic achievement who show leadership within their school and community. Must be of good character and demonstrate need. Priority will be given to students who have been or have had an immediate family member affected by cancer.

ORPAH HAZELWOOD MCLEAN SCHOLARSHIP: The recipient of this scholarship shall be majoring in music or nursing. It is a part of the permanent endowment.

MINISTERIAL DEPENDENT: Dependents of United Methodist ministers receive grants in the amount of one-half of their tuition costs.

JAMES R. & MIRIAM MOON SCHOLARSHIP FUND: Established in 1996 by Mr. James P. Moon as a tribute to the lives and accomplishments of James R. and Miriam Moon, this scholarship is designed for students from Marshall County, Tennessee.

H. E. AND ANNIE LEE MOORE ENDOWED SCHOLARSHIP: Established in 1993 by the children and grandchildren of H. E. and Annie Lee Moore, this endowed scholarship may be awarded for one academic year and extend for three years. Preference will be given to students of financial need who are preparing to enter careers of service to others.

SARA REYNOLDS PARKS SCHOLARSHIP: This scholarship was established in 2007 through the estate of Sara Reynolds Parks. The award shall be made on the basis of need as demonstrated through the College's normal financial aid application procedures. Priority shall be given to students from Williamson County, Tennessee.

THE VELMA B. PAYSINGER SCHOLARSHIP: This scholarship was established by Carolyn Paysinger Crigger and Howard Chuck Paysinger in honor of their mother Velma B. Paysinger. Preference shall be given to Childhood Learning majors, and priority shall be given to members of the Velma B. Paysinger family regardless of course of study selected at Martin Methodist College.

KENNETH H. PINKSTON SCHOLARSHIP: This scholarship is endowed through the generosity of Mr. William A. Schreyer, Chairman Emeritus of Merrill Lynch & Co., in recognition of the outstanding services provided by Mr. Pinkston to Martin Methodist College. Recipients should demonstrate above average scholarly accomplishment and exhibit the personal qualities of industriousness, tenacity and good moral character.

BESSIE R. POOLE & RUTH C. POOLE SCHOLARSHIP: This scholarship was endowed in 2006 by the Rev. and Mrs. Charles H. Poole of Nashville, Tennessee. Priority for this scholarship shall be given to students majoring in Church Vocations.

OLA MAE POTTS SCHOLARSHIP FUND: This scholarship was established by Miss Potts' sister, Miss Ruby Potts. The recipient of this scholarship must be pursuing a career in teaching, law, or church-related vocations.

JOHN F. PREER AND REV. CARLETON PREER SCHOLARSHIP FUND: This scholarship was established in September of 2009 by Sara Preer Edmunds. The scholarship shall be awarded to students entering a pre-seminary program.

MRS. ALLA MAI RAY AND BERNICE RAY SCHOLARSHIP: This scholarship is awarded annually, with special consideration given to students from Shelbyville or Bedford County.

WILLIE R. RAYBURN MEMORIAL SCHOLARSHIP: Established in 1990 to honor Mrs. Willie Ray Rayburn, Martin science teacher from 1950-1969, this scholarship is awarded to an incoming science major.

THOMAS G. READ MEMORIAL SCHOLARSHIP: This scholarship was established as a memorial to the life and accomplishments of Thomas G. Read, a long-time professor of chemistry at Martin Methodist College. Recipients shall be residents of Tennessee who are pursuing a career in a science-related field.

KAY RITTER MEMORIAL SCHOLARSHIP FUND: Established as a tribute to the life and accomplishments of Kay Ritter, this scholarship is intended to support students who plan careers in health care.

JAMES G. AND CHARLOTTE HAMILTON ROBINSON SCHOLARSHIP: This endowed scholarship is available for tuition and other necessary educational expenses for students who, in the discretion of Martin Methodist College, are deemed worthy.

THE O. LEE ROGERS AND MAEDELLE BANKS ROGERS MEMORIAL TRUST: This scholarship was established through the estate of Maedelle Banks Rogers in 1995. Income from this trust shall be used to provide scholarships to students at Martin Methodist College, with preference being given to students from Cannon County. Should there be no students from Cannon County, the college may award the scholarship in keeping with standard scholarship award procedures.

DANIELLE SELF SCHOLARSHIP: Created in 1992 by Mrs. Edwina Self in honor of her deceased daughter Danielle, this scholarship goes to a student who is entering the nursing program and who maintains a 3.0 grade point average.

JAMES B. SMITH, JR. SCHOLARSHIP: This scholarship was established in memory of retired Martin maintenance supervisor James Smith who died in 1995. Mr. Smith's smiling, radiating, steady presence demonstrated his loyalty to Martin through his dedicated life of service. Priority for this scholarship shall be to a student who is pursuing a career in the teaching profession.

JENNIFER GUTHRIE SMITH ENDOWED SCHOLARSHIP FUND: This scholarship was established by Jacquelyn Draughon Guthrie in honor of her daughter Jennifer Guthrie Smith. Preference for this scholarship will be accorded to deserving students who are preparing for ministry to the United Methodist Church in the area of Christian Education.

KERMIT SMITH ENDOWED ATHLETIC SCHOLARSHIP: Established by alumni Donnel Newman and J. B. Baker in honor of Dr. Kermit Smith, who served as coach and athletic director at Martin for over 40 years, this scholarship is to be awarded to a member of the men's basketball team.

ROBERT C. SMITH ENDOWED SCHOLARSHIP FUND: This scholarship is designed to assist students who are planning careers in business. Accordingly, recipients should be enrolled in an academic major within the D.W. Johnson School of Business. Recipients must be residents of Pulaski, Tennessee, or Giles County.

SUE SMITHFIELD BUSINESS SCHOLARSHIP: First preference for this scholarship is to a student from Montgomery County majoring in business. The fund was established by Ron and David Smithfield to honor their mother, and Martin graduate, Sue Smithfield.

THE SPAIN SCHOLARSHIP FUND: This scholarship was established in March 2001 to honor bishop and Mrs. Robert Spain for their many years of extraordinary leadership and service to the United Methodist Church. First priority shall be given to students preparing for careers in church-related vocations, and those active in the Center for Church Leadership (CLC) programs. Recipients are chosen by the CLC.

THE STARNES SCHOLARSHIP: This scholarship was established in honor of Bill and Rosemary Starnes, former President and First Lady of Martin Methodist College and long-time friends of the institution.

STOCKARD-BETHEL UNITED METHODIST CHURCH MEMORIAL SCHOLAR-SHIP: This is an annual scholarship designed to aid a Martin Methodist College student.

R. B. STONE SCHOLARSHIP FUND: This fund is designed to assist needy students, with preference granted to those entering teaching or the ministry.

STEPHEN LLOYD STONE MEMORIAL SCHOLARSHIP: The Martin Methodist College Permanent Endowment received this scholarship in memory of Mr. Stephen Lloyd Stone, an outstanding United Methodist Layman of the Tennessee Conference.

WILLIE MAE STANFILL STONE ENGLISH AWARD: This scholarship is presented annually to a Martin Methodist College sophomore who has demonstrated outstanding ability in English composition during the freshman year.

MR. AND MRS. A. J. SWINEY MEMORIAL SCHOLARSHIP: This scholarship was established by Miss Ettie V. A. Swiney and Miss Sadie Swiney and is awarded annually to a student who has a need for assistance and who is capable of satisfactory academic achievement. This is an endowed scholarship.

ELAINE W. THOMPSON SCHOLARSHIP: This scholarship was established in 2005 through the estate of Elaine W. Thompson of Marshall County, Tennessee, for deserving students.

FLOY S. THRASHER SCHOLARSHIP: Established through the Estate of Floy S. Thrasher, this scholarship will be awarded to needy and deserving students.

REV. THURMAN WESLEY TIDROW SCHOLARSHIP: Priority for the scholarship shall be given to students in Church Leadership (Church Vocation Major or Christian Education Major) with first consideration given to those from Giles County. This scholarship is available regardless of the student's denominational affiliation.

THE RUTH McCALL TIGERT ENDOWED SCHOLARSHIP: This scholarship was established in September 2001 by Ruth McCall Tigert's husband Robert Tigert and shall be awarded on the basis of need as demonstrated through the College's normal financial aid application procedures. Priority shall be given to students who are most deserving and needy.

SADIE TILLMAN MEMORIAL SCHOLARSHIP FUND: The United Methodist Women of the Tennessee Conference established this scholarship to assist students in attaining a college education.

MAJOR VERNIE G. TOSH SCHOLARSHIP: This scholarship was established on October 27, 2000 by his loving wife, Ruby Childress Tosh ('41), through a charitable gift annuity to the College. First priority shall be given to students who are beginning or continuing their college career at a non-traditional college age of 25 and over.

JAMES T. TRAMEL SCHOLARSHIP: Mrs. Pauline Malone Tramel established this scholarship in 2003 in the memory of her son. At the time of his passing, her son was the new Acting Director of Organizing for the Center for Health, Environment and Justice. Priority will be given to students who will be majoring in Human Services or Health Care Management.

EVELYN TRIPP SCHOLARSHIP FUND: This scholarship was established in 2006 through the estate of Evelyn Tripp ('43) and Neila J. Kimbrough. Priority shall be given to female students from Tennessee.

UNITED METHODIST SCHOLARSHIP: Any full-time day student who is a member of a United Methodist Church is eligible to receive a scholarship to attend Martin Methodist College.

UPPERMAN SCHOLARSHIPS: Applicants must be students of acceptable scholastic ability and high moral character. These are endowed scholarships.

E. WAYNE MASTERS BIBLE AWARD: This scholarship is awarded annually to the Martin Methodist College student who, in the previous year, achieved the highest average in both Old Testament and New Testament.

STELLA BENTON VAUGHN SCHOLARSHIP FUND: A Lawrenceburg First United Methodist Church Sunday School class established a memorial fund and added it to Martin's endowment in memory of their teacher, Stella B. Vaughn. Aid from this fund is to be awarded annually to needy students from Lawrence County.

EMILY WALKER MEMORIAL SCHOLARSHIP: This scholarship was established in 2009 by Thelma, Mike, Michelle, and Melissa Bassett in memory of Emily Walker. Priority shall be given to students interested in the area of Art or Drama, and who have demonstrated talent and exceptional abilities in those areas. Strong grades and leadership in those departments, coupled with extracurricular involvement and community service will also be taken into consideration. The awards will also be based on candidates' individual written essays outlining qualifications and personal educational aspirations.

THE WARREN-DEPRIEST SCHOLARSHIP: This scholarship was established through the estate of W.O. Warren. Recipients shall have a financial need for the monies through this scholarship fund and shall be born a native of the state of Tennessee.

THE CHURCH OF THE MESSIAH WHITE FAMILY SCHOLARSHIP: Awarded to a student who has completed 60 hours at Martin with emphasis in the sciences, namely mathematics, physics, chemistry, and biology, this fund honors the memory of Alma White. The recipient is selected by the Trustees of the Alma White Memorial at the Church of the Messiah, Pulaski.

CHARLES "BOLL WEEVIL" WITT MEMORIAL SCHOLARSHIP: This fund was established after the death of Charles "Boll Weevil" Witt in February 2010 by family and friends. Priority shall be given to students from Giles County, Tennessee, with a GPA of 2.0 or above.

UMC MINISTERIAL: Those serving United Methodist churches as Local Area Pastors, Student Pastors, etc. who are appointed by the Tennessee Conference through a UMC District Office, and are enrolled in a Church Vocations major will receive a grant of one-half tuition.

CARSON WRIGHT MEMORIAL SCHOLARSHIP: Endowed by Mr. Carson Wright's family in his memory to be awarded to a student from Overton County or the Upper Cumberland Area, this scholarship is for a student who plans to become an ordained minister or music minister.

JOHN & MARGARET HARRIS YOUNG MEMORIAL SCHOLARSHIP: This scholarship was established in 1995 for a Giles County student who is pursuing a degree in the Church Vocations career field either as a layperson or clergy. If no Giles County student is available then it shall be awarded to a resident of Middle Tennessee.

The following scholarships are awarded only to upper-division students at Martin Methodist College:

GIL ABERNATHY MEMORIAL ATHLETIC SCHOLARSHIP FUND: Memorial gifts at the time of Gil Abernathy's death were later added to by a gift from his mother, Mrs. Louise Abernathy, and placed in Martin's permanent endowment to aid students on the Martin campus for generations to come.

Veteran's Benefits and Vocational Rehabilitation

Assistance is also available to qualified students through Veteran's Benefits and Vocational Rehabilitation. Students should consult the individual agencies for further details regarding these benefits.

Tennessee Teaching Scholars Program

The Tennessee Teaching Scholars Program was established by the Tennessee General Assembly in 1995 to encourage exemplary students to enter the teaching force. Participation in this forgivable loan program is limited to college juniors, seniors, and post baccalaureate candidates admitted to a teacher education program in Tennessee. Recipients of the awards incur an obligation to teach one year in a Tennessee public school for each year the award is received, or to repay the loan with substantial interest.

The Senator Ross Bass Endowed Professorship Fund

The primary strength of any college is its faculty. This Endowed Professorship will be used to enhance Martin Methodist's ability to attract and retain outstanding faculty and/or to fund visiting lectureships.

Student Services

Counseling and Advising

The Martin Methodist College administration, faculty, and staff are available to all Martin Methodist College students and to prospective students to assist in academic scheduling. Each student who enters the College is assigned a faculty mentor who assists with schedules and academic concerns. Students who are undecided about a major are assigned to faculty members whose mentoring loads are not full, until such time as a major is selected. It is the immediate responsibility of all students, including Evening Program students, to make contact with their assigned mentors in person, by phone, or by e-mail in order to ensure proper scheduling of the academic program of study while at Martin. Faculty mentors may serve in the area of personal counseling, along with staff members, when students are confronted with adjustment difficulties. The Office of the Campus Minister serves students in the area of spiritual and personal counseling.

Counseling Services

A variety of counseling services are available to all students. The College has an agreement with a professional counselor to provide counseling on mental health issues, including depression, low self-esteem, relationship issues, anxiety, stress management, learning disabilities, trauma recovery, and grief counseling.

The College also seeks to assist students in all phases of career development. Students are encouraged to seek assistance with career planning early in the college years. Career services include career counseling, job listings, career publications, job fairs, graduate school fairs, seminary, and workshops.

Health and First Aid

Campus health services are under the auspices of a director who supervises the campus health center. First aid, health counseling and prevention, and rehabilitation of injuries are the services available to students and employees. For illnesses requiring a physician's care, students may elect to be treated by a local doctor or by their own family practitioner. For medical emergencies, Hillside Hospital's emergency room will be used. Expenses are borne by the student, and the College encourages all students who do not have a health insurance plan to consider enrolling in one. International students are required to show proof of health insurance or will be required to purchase a health insurance policy through the College.

Prior to matriculation in the College, all students are asked to complete a Health Survey. The survey solicits information on pre-existing health problems which college personnel should be aware of such as hearing or vision difficulties, allergies, possible drug reactions (penicillin, etc.), and a history of seizures or other health conditions. The health information is compiled by the Office of Student Affairs and provided to appropriate personnel in case their intervention may be required. The surveys also garner information on medical insurance, family physicians, and parental phone numbers in the event of emergencies. When a resident student is taken to the hospital emergency room, the Health Survey is provided in order to expedite the admissions process.

Social Life

Many social events designed to include the entire student body are planned and carried out each year by the students through their elected representatives.

Starting in the fall, the freshmen are greeted with an assortment of orientation activities. These events are instrumental in helping the new students adjust to college life. Fall semester events include a beach party, Shakespeare on the Green, fall festival, and the Halloween Boo-Out. Soccer and volleyball kick off the intercollegiate sports activities for the fall season.

November marks the beginning of the basketball season for both men and women. The semester ends with a whirlwind of Christmas gatherings and a late-night exam breakfast. The spirit of Christmas is genuinely felt on campus when the Student Christian Association (SCA) holds its annual Christmas party for the Head-Start children of Giles County.

Throughout the spring semester the Office of Student Activities plans events to enhance student life. March marks the beginning of the spring sports season on the Martin Methodist College campus with baseball, softball, tennis, and golf schedules in progress simultaneously. The month of April brings choir concerts, banquets, cookouts, and other activities as the end of the school year approaches. Commencement exercises mark the official end of the academic year.

Student Government

The student body is represented in the governing of life at the College through elected representatives who compose the Student Government Association (SGA).

The student body, through SGA, is also active and responsible in the following areas:

- 1. CLUBS:** All campus clubs are under the general supervision of the Associated Student Government. Each club has a representative on the SGA council.
- 2. HONOR COUNCIL:** Students, faculty, and staff are represented on this committee, which deals with academic policy violations.
- 3. DISCIPLINE COMMITTEE:** The students are represented on the Discipline Committee appointed by the President of the College at the beginning of each year. The committee is made up of two SGA officers, faculty members, and an administrative officer.
- 4. RESIDENCE HALL COUNCILS:** These councils assist the residence hall directors in governing the residence hall and working toward building a pleasant living community.
- 5. DINING SERVICES ADVISORY BOARD:** Students are selected by the SGA each year to meet monthly with the dining director to give student input regarding food service.
- 6. HOUSING ADVISORY BOARD:** Students are selected by the SGA to give student input regarding campus housing.

Honor Societies

The College encourages participation in various clubs and honor societies of particular interest to the individual student. The social and intellectual benefits of membership in these organizations can be extremely meaningful.

GAMMA BETA PHI SOCIETY: Gamma Beta Phi Society is an honor and service organization for students in colleges and universities in the United States. Membership in the society shall be open to students who have accumulated at least 12 semester hours credit and rank in the top 20 percent of their college class. Students must

measure up to the national standards of worthy character, good mentality, creditable achievement, and commendable attitude. The purpose of the society is to recognize and encourage individual excellence in education, to promote the development of leadership ability and character in its members, and to foster, disseminate and improve education through service projects to the school and the community. Membership in Gamma Beta Phi shall not be excluded by, nor shall it exclude one from, membership in any other social, academic, or fraternal organization.

KAPPA DELTA PI: This is an international Honor Society in Education that recognizes scholarship and excellence in education; promotes the development and dissemination of worthy educational ideas and practices; enhances continuous growth and leadership; and fosters inquiry and reflection on significant educational issues. Membership is open to students in education programs who have attained sophomore standing, who have completed or are enrolled in at least 12 hours of education courses and who possess a minimum GPA of 3.0 .

PI GAMMA MU: The International Social Science Honor Society encourages excellence in the social sciences. The Society not only provides recognition for scholastic achievement, but also offers enrichment opportunities through service projects, publications, scholarships and lectureship grants. Membership shall be limited to those of high scholarship and good moral character. Juniors and seniors who rank in the upper 35 percent of their class at the time of invitation to membership, maintain a grade average of “B” or better, and have 20 hours in social science courses may be inducted into membership.

SIGMA BETA DELTA: Sigma Beta Delta is an honor society for students of business, management, or administration who are pursuing baccalaureate degrees. The purposes of this society shall be to encourage and recognize scholarship and accomplishment among students of business, management, and administration, and to encourage and promote aspirations toward personal and professional improvement and a life distinguished by honorable service to humankind. It is organized exclusively for charitable and educational purposes. Membership shall be limited to those of high scholarship and good moral character. Candidates for the bachelor’s degree who rank in the upper 20% of their class at the time of invitation to membership may be inducted into membership following completion of at least one-half of the degree program in which they are enrolled.

SIGMA TAU DELTA: The International English Honor Society has served the English discipline for more than 75 years. There are more than 600 chapters worldwide and it is the most active honor organization in the field. Sigma Tau Delta fosters excellence in all areas of English and literature studies; it encourages further achievement in the field; it promotes creative and analytical writing; it offers scholarships, new-teacher awards, writing awards, internships in publishing houses; and it gives students a forum for publishing their scholarly and creative works in an award-winning journal called *The Rectangle*. Sigma Tau Delta holds regional conventions and an international convention every spring. Membership brings recognition to individuals and to the institutions where they are students. Prospective members must maintain a 3.0 grade point average in English courses and have had at least two courses above the freshman level; they must be in the upper 35 percent of their class after at least three semesters in college.

Religious Life

STUDENT CHRISTIAN ASSOCIATION (SCA): The Student Christian Association is a campus-wide interdenominational organization. The SCA Council, composed of officers elected by the students, has a large role in directing the religious life on the campus. General SCA meetings are held weekly. Through the SCA, students take part in vespers, chapel services, visits to local nursing homes, and other activities. The purposes of the Martin Methodist College SCA are to deepen the personal religious beliefs of every student, to encourage participation

in the church of one's choice, and to integrate the various groups on the campus into a Christian community.

CENTER FOR CHURCH LEADERSHIP: Established in 1999, the Cal Turner, Jr. Center for Church Leadership provides a resource for the United Methodist Church in developing leadership of clergy and laity, both within the student body and in UMC congregations.

CELEBRATION OF FAITH: Each spring, events are scheduled to bring special attention to the role of the church and the importance of the Christian faith in our everyday life. Outstanding speakers and performers come to the College to lead the activities. These programs uplift the spiritual atmosphere on the campus.

CHAPEL SERVICES: During the academic year, bi-weekly services are held on campus.

MARTIN SERVES: Martin Serves is an organization created in 2006 that brings students, faculty, and staff together with various community agencies and in far-reaching service efforts. The goal of the program is to create in students a lifelong commitment to service.

Cultural Life

CONVOCATIONS: Convocation programs are generally held monthly. Attendance at 3 of 4 convocations is required of all students.

THE MARTIN METHODIST COLLEGE CHOIR: The College Choir makes a significant contribution to the college community and the entire Middle Tennessee area. The choir appears in programs presented in cities throughout the area. In addition, it appears in concert at the College several times each year.

CHAMBER CHOIR: Chamber Choir is a 16-20 voice auditioned vocal ensemble open to students, faculty, and staff. The Chamber Choir performs acappella and accompanied anthems, and sings for school, church, and community events. Students enrolled in Chamber Choir must also be active members of the Concert Choir.

THE DELLA CLAYTON LEE CULTURAL ARTS SERIES: Martin Methodist College and the Pulaski community join together in a cultural arts series honoring the memory and the many contributions of a long-time member of the Board of Trustees. The yearly series includes theater, instrumental music, and vocal music.

LECTURE SERIES: Each academic year, the College sponsors a lecture series.

DRAMA PROGRAM: Each fall, the College sponsors Shakespeare on the Green, an outdoor Shakespeare festival that combines campus and community talent. In the spring, students have the opportunity to participate in or to attend additional theatrical events on campus, including productions for area school children.

THE MARTIN MOVIE THEATER: The College operates a first-run movie theater and full concession stand in Martin Hall on Friday and Saturday evenings, with a matinee on Saturday and Sunday.

Athletics

Martin Methodist College participates in intercollegiate competition in basketball, baseball, volleyball, softball, soccer, tennis, golf, and bowling. The College is a member of the National Association of Intercollegiate Athletics. During the past several years, Martin Methodist College intercollegiate teams have distinguished themselves and brought honor to the school, including NAIA national championships in 2005 and 2007.

Student Union

The Starnes Student Union contains the dining hall on the upper level, and on the lower level, the Student Resource Center, which includes the Student Resource Center and Counseling Services. The Jazzman's Café is also located on the bottom floor of the student union. Campus mailboxes are located in the front lobby of the Student Union. Every full-time day student is assigned a mailbox with a combination lock.

Library

The Warden Memorial Library is located on the ground floor of the Johnston Center. The library holds more than 95,000 print and electronic books, bound periodicals, microforms, and audiovisual materials. As a member of OCLC, the library has access to over 70 million items through interlibrary loan. The library provides access to several databases including CINAHL, JSTOR, Project MUSE and LexisNexis. The library also contains several special collections including the Senator Ross Bass Archives, the Methodist Reference and Rare Book Collections, the Zimmerman Judaica Collection (incorporating the Glatzer Collection), and additional local history and rare book collections. The library is open seven days a week during the school year, and Monday through Friday during the summer.

Books may be checked out for two weeks. Students may check out audio-visual materials for two days. Periodicals and reference books do not circulate. Multi-purpose computer terminals in the library provide access to the computerized card catalog, (OPAC), databases, and the Internet. The library has a word processing lab, photocopier, laminators, two group study rooms, and an audio visual room.

The library's current hours, staff, policies, services, and fine schedules are listed in a brochure available at the library. Please pick up a copy of this brochure for more information. This information is also available on the library section of the MMC web site.

Publications

THE MARTINAIRE: The student yearbook serves as a record of the year's activities in all departments and organizations of the College. *The Martinaire* editor is selected annually and this and other important posts on the staff of the yearbook are open to any student. This publication is under the sponsorship of a staff member.

THE STUDENT HANDBOOK/PLANNER: *The Student Handbook/Planner* contains college regulations, the constitution of the Student Government Association, and student consumer information. It also includes other pertinent information about campus life, including detailed information concerning campus organizations. The handbook is published each spring under the auspices of the Vice President for Campus Life and Enrollment Management. It is an official publication of the College and is considered a supplement to the catalog.

THE COLUMNS: *The Columns* is the official magazine of the Martin Methodist College and is produced by the College's Office of Communications. Its purpose is to keep alumni and friends of the College informed about the work of Martin Methodist College.

THE MARTIN METHODIST COLLEGE CATALOG: The catalog is the official publication of the College for the school year indicated. It should be read carefully by each student attending Martin Methodist College.

Housing and Meals

All students residing in college housing must board at the college dining hall which is located in the Student Union Building. Meals are provided at regular, stated hours seven days per week. Commuting students are extended the privilege of food service for individual meals at announced prices. Single students under 21 years of age are required to live in the college residence halls or with their families.

Student apartments on campus house 116 upperclassmen. Each student has a private bedroom within a four-person suite that also includes a commons area, kitchenette, and laundry room. Washers and dryers are provided in every apartment along with internet ports and TV cable. Telephone connections with voice mail capabilities are provided in every bedroom. All windows are equipped with blinds.

Criswell Hall houses the freshmen women students at Martin Methodist College. This dormitory, opened in the fall of 1964, has a capacity of 98 women. Each room is furnished with a bed, study desk with Internet port, chair, chest of drawers, closets, and a mirror for each student occupant. Telephone connections with voice mail capability are provided in each room. The rooms are also provided with window blinds. Each room has a separate thermostat control for heating and air conditioning. Other facilities of the building include laundry facilities, a resident lounge with television, and a lounge for receiving guests.

Upperman Hall houses freshmen female students on the first floor and part of the second floor and male students on the second and third floors. Each room is furnished with a bed, chest of drawers, closets, study desk with Internet port, and chair. Telephone connections with voice mail capability are provided in each room. The rooms are also provided with window blinds. Each room has a separate thermostat control for heating and air conditioning. In addition, the building has a student lounge with a television and a laundry room.



Academic Policies and Procedures

Planning an Educational Program

Students are responsible for selecting the particular educational program they choose to pursue. Faculty and staff are available to advise students in selecting programs and courses. For those students who are unsure of a program or area of study, faculty and staff will assist them in making career choices based upon the students' interest and aptitude. Additional help is also available in the Student Resource Center.

Academic Majors

A major is the area of study that a student chooses to pursue in greatest depth, and consists of a set of courses designed to prepare the individual to enter the job market or to pursue further study in graduate or professional schools. A major at Martin Methodist College consists of a minimum of 30 hours of coursework, and all students are required to complete an approved major in order to receive a baccalaureate degree. Some majors lead to a specialized vocation while others are broader in scope and prepare students for a variety of vocations. To learn more about a particular major, the student should consult the Program Coordinator for that major.

Academic Minors

A minor is a grouping of courses in a particular academic field of study designed to provide students with expanded knowledge and competency in an area outside the major. A minor consists of a minimum of 18 hours of coursework in an approved academic discipline outside the major. To ensure appropriate advising and planning, students who are considering a minor should discuss this with their assigned mentor and consult the appropriate Program Coordinator for the minor program under consideration.

Emphasis Area or Area of Concentration

An emphasis area, or area of concentration, within a major allows students the opportunity to explore a particular area of interest within the major in greater depth. An emphasis area typically requires more credit hours than a minor.

Pre-Professional Programs

The College offers a number of pre-professional programs in various fields of study. These programs are designed to prepare students to meet the minimum requirements for admission to a professional or graduate school. Because the requirements for admission to various professional programs differ according to the program and to the professional school, students should be familiar with the requirements of the school they wish to enter and plan their curriculum accordingly. Students who wish to pursue health-related and legal careers should be aware of the high level of competition for admission to these programs and should recognize the need for hard work, high academic achievement in all course work attempted, and demonstrated aptitude on the required professional school admission test (MCAT, DAT, LSAT, etc).

Advising for pre-professional programs is assigned to specific academic advisors within certain academic divisions. Students should refer to the designated academic division to learn more about these programs. For information on pre-professional programs in the health sciences, see program information in the Division of Mathematics and Sciences, and for pre-law, see the Division of Social Sciences.

Academic Advising

The faculty and staff of Martin Methodist College want every student to have a successful college experience and are committed to providing them the best academic advisement possible.

First time entering freshmen are required to participate in the Freshmen Orientation Program, which begins just prior to fall registration and continues through the fall term. During orientation, students will be introduced to the campus community, the academic program, and student life, and may be called upon to participate in placement testing. Placement testing will help identify strengths and weaknesses in prior academic training. Based upon these results, students may be advised or required to take one or more courses designed to help them overcome any prior academic deficiencies. First Year Experience (FYE), which continues throughout the fall term, covers a variety of topics designed to promote a successful transition to college. First year students are mentored by their FYE instructors.

Generally, new first-time freshmen or transfer students are advised and pre-registered during summer orientation. During the initial semester of enrollment, all students are assigned a faculty mentor. All students are encouraged to meet regularly with their mentor throughout their stay at Martin Methodist College. Effective academic advising is vital to the success of students; however, the ultimate responsibility for enrolling in appropriate classes lies with the student.

Registration

Each semester the Registrar designates a pre-registration period during which students may predetermine their courses for the ensuing semester. This process requires consultation with the student's faculty mentor before the approved schedule is forwarded to the Office of the Registrar. Students complete the registration process during Registration Day at the beginning of each semester. Students registering after this date are charged a late-registration fee. Students are not officially enrolled until they: 1) have completed all requirements for admission, 2) have completed any testing that may be required for student placement, and 3) have paid all fees or made satisfactory arrangements with the Business Office for fee payment.

Late Registration

Following the regular registration period, students are allowed a period of approximately one week (see Academic Calendar for exact dates) during which they may register late. Students registering after the seventh day of classes, or the first class of the summer session or Evening College, may do so only with the permission of the Vice President for Academic Affairs. Students registering late will be charged a late registration fee (see fee schedule for amount), and may be counted absent for each class period they have missed.

Change of Schedule

After students have completed registration for a given semester, permission to drop, add, or change a course must be obtained from their faculty mentor and the Vice President for Academic Affairs. Each change in schedule is governed by the following regulations:

1. A fee of \$25.00 will be assessed against the student for changing from one course to another. Additionally, there will be a fee of \$25.00 for dropping or adding a course.

2. No change in schedule from one course to another will be permitted after the seventh calendar day in a semester or the first day in the summer session or Evening College.
3. A student who stops attending a class, but does not officially drop the course, will receive a grade of “F” in the class.

Course Loads

The unit of academic credit awarded by the College is the semester hour, which represents the equivalent of a one-hour period of class work or at least one three-hour period of laboratory work each week of the semester. The normal full-time student academic load is 15-16 semester hours per week, exclusive of physical education activity courses. Lighter loads are sometimes required or recommended based on a student’s previous academic record. Students must register for at least 12 semester hours to be considered full-time. Students who elect to take fewer than 12 hours are classified as part-time students. Students who wish to take more than 18 hours may do so only under the following conditions:

1. Students who have completed at least one full semester with a cumulative grade point average of 3.00 or better and have secured the permission of the Vice-President for Academic Affairs may be allowed to register for a maximum of nineteen hours.
2. Students who have completed at least one full semester with a cumulative grade point average of 3.50 or better and who have secured the permission of the Vice-President for Academic Affairs may be allowed to register for a maximum of twenty-one hours.

Directed Study and Correspondence Courses

Directed study and correspondence courses may be taken by students who have mitigating circumstances that prevent their taking regularly-scheduled classes. Written approval must be obtained in advance from the Vice President for Academic Affairs for directed study and correspondence courses. There is a limit of twelve (12) semester hours that any student may take by directed study and/or correspondence during their academic career at Martin Methodist College. This limit may not include more than three (3) hours of lower-level courses nor more than nine (9) hours of upper-level courses. Registration for directed study courses must be during a scheduled registration period. Permission to take a class by directed study is contingent upon the student having a 3.0 GPA or above, along with approval of the faculty member involved and the Vice President for Academic Affairs. A Directed Study fee of \$120 is charged for each hour of credit, along with regular tuition charges for the class. No correspondence courses are allowed during the last 36 hours of enrollment prior to graduation.

Auditing

A person may be permitted to audit a course with permission from the Vice President for Academic Affairs. In that case the course is recorded on the student’s permanent record, but it is marked “audit.” No grade or credit hours are indicated on the record.

By-Pass or Challenge Examinations

Students with demonstrated prior experience that they feel qualifies them with knowledge and/or skills covered within certain courses, may petition to obtain credit for the course through a by-pass examination. Requests to by-

pass a course typically will be considered only for lower level courses, and the student must be able to document prior experiences that would justify a by-pass attempt. No more than six hours may be earned in this manner. A grade of “P” is entered on the transcript when credit is earned. In order to receive credit the student must petition the appropriate faculty member to request a by-pass examination(s). The student also must have approval of the Division Chair and the Academic Dean before such a test may be given. The student must earn a grade of “C” or better on the examination(s) to receive credit. Students cannot take a by-pass examination for a course in which they are currently enrolled or for a course in which they have received a grade of “F”. Students will be expected to furnish evidence of laboratory or field experiences in order to by-pass a course in which such experiences are required. Students must pay a fee to by-pass a course, and if enrolled only part-time or if the hours received would cause the semester credit hour load to exceed 18 hours, must pay for the credit hours received.

Course Placement

Students who enter the College with basic deficiencies in reading, writing, mathematical or study skills may be required to take classes designed to help them overcome these deficiencies and to prepare them to succeed in college-level composition or mathematics courses. These courses do not count towards graduation requirements and the grades earned are not included in the grade point average (GPA).

ACT scores and/or placement scores (COMPASS) for first-year students shall be evaluated to determine placement in reading, writing and mathematics classes. Placement in writing classes shall also be determined through a diagnostic essay administered and evaluated by members of the English faculty. Should a student dispute his/her placement in one of these classes, the objection must be submitted in writing to the Program Coordinator for English within one week of the placement, upon which time a second diagnostic essay shall be scheduled. This essay will be evaluated by three independent members of the English faculty. Final placement in ENG 099 or ENG 100 is mandatory. A student placed in a Developmental Reading, Writing, or Mathematics class at any level must successfully complete the sequence of developmental courses before advancing to a college-level class in those academic areas.



Students study together at Warden Memorial Library .

ACT scores in English for placement in writing classes shall be as follows:

14 and below	Placement in ENG 099
15-18	Placement in ENG 100
19-24	Placement in ENG 101
25 and above	Recommended placement in ENG 111

COMPASS Score Range for MMC Writing Placement

65 or below	Placement in ENG 099
66-79	Placement in ENG 100
80 or above	Placement in ENG 101

ACT scores for reading placement are as follows:

17 or below	Placement in Reading Strategies, or if no ACT score, a score of 75 or below on the COMPASS placement test.
-------------	--

COMPASS Score Range for MMC Reading Placement

75 or below	Placement in ENG 097
75 or above	No developmental requirement

ACT scores for Mathematics placement are as follows:

1-14	Developmental Math 099
15-16	Beginning Algebra Math 100
17-18	Introduction to College Math 111/112
19-36	College Algebra Math 131 or higher

COMPASS Score Range for MMC Mathematics Placement

Pre algebra	1 - 29	Math 099
	30-100	Math 100
Algebra	1 - 35	Math 100
	36 - 49	Math 111
	50-100	Math 131
College Algebra	1-50	Math 131
	51-100	Math 141

Cancellation of Classes

The College reserves the right to cancel classes that do not meet established criteria relating to availability of qualified instructors or sufficient enrollment.

Transient Classification

A person currently enrolled in good standing in another college may enroll for credit by presenting to the Registrar a statement from the first institution giving permission to take course work at Martin Methodist College. This person will be classified as a transient.

Special Non-Credit Classification

A person who does not meet the normal requirements for admission as a degree-credit student may enroll for courses as a special non-credit student. The course(s) and grade(s) are recorded on the student's permanent record but no credit hours are allowed.

Special Dual-Enrollment Classification

A student who has completed the sophomore year of high school with an accumulated grade point average of 3.00 or better may be admitted as a special Dual-Enrolled student. This classification applies to students who wish to take classes during the summer between the junior and senior year in high school, and to those students who wish to take special college-level classes on a dual enrollment basis in their high school. Special Dual-Enrolled students must obtain permission of their high school principal and guidance counselor. The grades may also be transferred to other colleges or universities in accordance with the regulations of those institutions.

Course Exemptions

Students who are medically or physically disabled, may be exempt from the one-hour physical education requirement. A physician's statement is required for consideration of medical exemption. This statement should be brought to the Office of the Vice President for Academic Affairs. Exemption from the physical education requirement does not reduce the total number of hours required for graduation.

Students who have had prior military service will receive two hours of physical education credit for basic training or its equivalent. To obtain credit, students should submit to the Office of the Registrar a certified copy of D.D. Form 214 which indicates a period of continuous active duty for at least 90 days.

Transfer Credits

Martin Methodist College accepts transfer credits from other regionally accredited institutions or those which otherwise meet the requirements for transfer credit as defined by the Commission on Colleges of the Southern Association of Colleges and Schools. Credit will be given for those courses in which a grade of "C" or better was earned. Courses that are clearly vocational or occupational in nature will not be accepted as credit towards the associate degree or baccalaureate degree. The final determination of acceptability of courses will be made by the Registrar and the Vice President for Academic Affairs. Following enrollment at Martin Methodist College, only grades earned in coursework at Martin Methodist will be used in determining continuation standards, graduation requirements, and grade point average.

Once a student has enrolled in a program on campus, he/she must have written approval from the Vice President for Academic Affairs or Registrar before registering for any courses at other institutions if planning to transfer the courses to Martin Methodist College. Failure to obtain prior written approval may render the courses non-transferable.

Students who wish to register for a course at another institution should submit to the Academic Affairs Office a completed Transfer Credit Request Form along with a catalog description of the course(s) to be taken, the dates the course will be offered, why the course cannot be taken at Martin Methodist College, and any other information deemed appropriate by the Vice President for Academic Affairs and/or Registrar before the request will be considered.

Students who academically have not performed in a satisfactory manner during the fall term are not allowed

to take correspondence or other forms of distance learning courses prior to the beginning of the spring semester to maintain eligibility for scholarships that require minimum GPAs, for participation in College-sponsored performing groups, athletic teams, etc., or to overcome academic probation or suspension.

Evening Degree Program

Martin Methodist College offers a full evening program leading to the Associate's or Bachelor's degree in certain academic areas. The Evening Program is a convenient and affordable way for working adults to earn a two- year or four-year degree while maintaining a full-time job. Bachelor's degrees in Management, Elementary Education (K-6), Behavioral Sciences, and Criminal Justice are offered. With this program, students generally only have to attend classes two nights a week. Classes are held on Monday and Thursday evenings and run in eight week modules. The amount of time spent in each class is the same as that spent during a regular semester in a day class. There are six terms within a year, but students typically register only during regular registration periods at the beginning of the fall and spring terms and at the beginning of the summer term. For students over the age of 21, the ACT exam is not required and the GED is accepted. Placement testing may be required.

Many students who attend the Evening Program receive some type of financial aid to assist with expenses. Students may apply for federal Pell Grants, state grants, and federal student loans. Also, some employers have tuition reimbursement plans for their employees.

Inquiries about the program should be directed to the Director of the Evening College in the Office of Admissions.

Summer School

The College operates a summer session consisting of two four-week terms and one three-week mini-term, each meeting for five days each week, for the benefit of students who wish to begin their college work early or continuing students who wish to take additional courses or repeat courses. The summer sessions also provide a trial period for academically marginal students as indicated in the admission section of the catalog.

During the summer terms, the College reserves the right to discontinue any class listed to be offered if fewer than six students register for credit in that class. The schedule of classes for the summer terms will be published and posted on the College's website approximately one month prior to the opening of the summer session. Interested persons may also request a copy of the summer school schedule be mailed to them, if desired. Contact the Office of the Registrar for such requests.

Honors Program

The W. Garie Taylor Honors Program of Martin Methodist College seeks to promote a community of scholars through the development of challenging curricula, cultural enrichment, and face-to-face interaction with guest speakers who are leaders in the religious, political, academic, business, scientific, and arts arenas. The program will foster community through participation of academic scholarship winners; small class interaction with Honors Program professors; visits to museums or places of historical, ecological, scientific, economic or artistic importance; and community service. Guest speakers will expose program participants to ideas of both new and historic significance. Honors program participants will be eligible for competitive research scholarships in their junior and senior year (see description below). Students who wish to compete for scholarships will apply in the fall of their junior years, with scholarship awards contingent on approval of research design by the Institutional Review Board.

The Taylor Honors Program is open to all qualified students who have achieved a 25 ACT and a minimum 3.0 GPA in high school. Students invited to join the program will be required to complete an honors section each of the first four semesters they attend Martin Methodist College. Students must maintain at least a 3.0 GPA in order to continue in the Honors Program.

Students who do not meet the above requirements may participate in the Honors Program if they have a cumulative 3.0 GPA after their first semester of at least 15 hours at Martin Methodist College. Students must maintain at least a 3.0 GPA in order to continue in the Honors Program.

Transfer students may enter the R. Garie Taylor Honors Program by:

1. graduating from an honors program at a two-year college, or
2. completing honors classes at another college and having a transcript evaluation upon matriculation to Martin Methodist College.

Students admitted to the Taylor Honors Program at Martin Methodist College typically take a minimum of 15 hours of honors core courses in their freshman and /or sophomore years. Students who elect to continue in the Honors Program beyond the completion of these fifteen hours or who do not complete the lower-level components have the option to compete for upper-level research scholarships and/or continue in the program as follows: In the junior and senior years, honors students will concentrate on research projects in their major fields. Students will present an exhaustive readings bibliography, a proposal for original research, and are encouraged to compete in a scholarship contest for money to be used in their original research. However, students do not have to win a scholarship in order to do this original research. The project will culminate in the student's presentation of research to the campus community in his/her senior year. Research projects will be guided by professors in the field of study. Students are encouraged to apply for competitive research scholarships offered through the Taylor Honors Program in the fall of their junior year. All projects, whether or not funded with scholarships, will be presented to the Institutional Review Board (IRB) before research begins, with projects involving research on human subjects contingent on the IRB's approval.

Each year, graduating students who complete a total of fifteen hours of honors courses will be recognized with honors certificates at graduation; those who finish both fifteen hours of lower-level honors work and the upper-level research component will receive honors diplomas upon graduation.

International Studies Program

Each summer Martin Methodist College offers an integrated program of international study focused on linguistic skills and cultural immersion. The first phase began in 2002 with study in Montpellier, France. Students also have the opportunity to study abroad in conjunction with The Universidad del Centro Educativo Latinoamericano in Rosario, Argentina.

Continuing Education Program

The purpose of the Continuing Education Program at Martin Methodist College is to assist the College in achieving its mission "to serve the church and community through educational, social, spiritual, recreational, and cultural programs and activities."

Non-credit courses are offered periodically for personal and professional enrichment. These courses are available to serve special needs or interests within the community. Inquiries should be directed to the Director of

the Evening Program.

Academic Conduct

As an institution of higher learning affiliated with the Tennessee Conference of the United Methodist Church, Martin Methodist College strives to provide an environment for students, faculty and staff in which members of a diverse community can live together, interact, and learn from one another in ways that protect personal freedom and community standards.

The College has certain basic expectations regarding both social and academic behavior of faculty, staff, and students, and expects these to be actively supported within the college community. These expectations are based upon a firm understanding of and commitment to the following values: respect for the individual, the importance of truthfulness, intellectual honesty, academic and personal integrity, and respect for the educational process.

Because these are values fundamental to academic and social success within the college community, it is anticipated that each student will actively subscribe to the College's Honor Code. Anyone who violates the Code will be held accountable. Students should refer to the Student Handbook for further information about the Honor Code.

Class Attendance Regulations

Students are expected to give first consideration to their academic obligations. Prompt and regular attendance of classes is, therefore, expected of every student. An absence from any class due to an emergency should be explained to the instructor. It should be clearly understood, however, that a satisfactory explanation of an absence does not in any way relieve the student from responsibility for completing all work due or assigned during the absence. The instructor in charge of a class determines the extent to which absences and tardiness affect the student's grade.

When a student's absences from any class exceed two times the number of times the class meets each week, the student will receive a grade of "F" for the course. Cases involving extenuating circumstances may be appealed to the Vice President for Academic Affairs. For students in the Evening Program, each class meeting is equivalent to an entire week's class attendance for day classes. Therefore, it is the faculty member's prerogative to fail a student after he or she has missed more than two evening class periods.

Class Attendance During Inclement Weather

It is the College's policy for the Vice President for Academic Affairs and/or Vice President of Campus Life and Enrollment Management and/or the President to determine if classes will be cancelled due to existing or predicted weather conditions. Students will receive a text message or an email or both alerting them of the cancellation of classes. The cancellation will be posted on the College's website as soon as this decision is made. Local radio stations, 3PTV, and Nashville and Huntsville television stations will be notified of the cancellation. Because weather conditions sometimes vary widely within the surrounding area, students are advised to use their own discretion in attempting to attend classes during inclement weather. Students are advised to contact their instructor about such absences, but normally will not be penalized if they are unable to get to campus during adverse weather conditions.

Tests and Examinations

A student who is absent from an announced test because of unavoidable circumstances may make up the test by presenting to the instructor written certification to that effect from the Vice President for Academic Affairs. Students who miss a test or examination and are not permitted to schedule a makeup will receive a grade of “F” on that exam.

Final examinations are given in each academic subject at the end of the semester. Permission to be absent from a final examination must be obtained from the instructor and the Vice President for Academic Affairs. Approved absences from a final examination will entail a grade of “I.” Unless otherwise agreed to by the instructor and the Vice President for Academic Affairs, the examination must be completed within thirty days of the original exam date. Failure to receive prior permission to miss a final examination may result in a grade of “F” in the course.

Withdrawal from a Course

Students may withdraw from courses with the grade of “W” during the first 20 days of classes. After that date, they may withdraw with the permission of their faculty mentor and the Vice President for Academic Affairs with a grade of “WP” or “WF,” as appropriate. Course withdrawal is not permitted during the last two weeks of the semester prior to the first day of final examinations, or during the last week of a module in the Flex Program. The exception is the student who must withdraw for emergency reasons. Students are reminded of the requirement of attempting 12 semester hours to maintain status as a full-time student and retain eligibility for financial aid. A student who stops attending a class without officially withdrawing will receive a grade of “F” in the course.

During the first three days of classes in the summer session, students may withdraw from a class with a grade of “W.” After that time, withdrawal from a class will result in a grade of “WP” or “WF”. Students may not withdraw from a course during the last two weeks of the term, or during the last three class days of a summer term.

Withdrawal from the College

If a student finds it necessary to leave school during the course of a semester, he/she must officially withdraw from the College in order to remain in good standing. A student who leaves the College without completing an official withdrawal form in the Registrar’s Office will receive a grade of “F” in each course scheduled. If students complete the official withdrawal form and if there are satisfactory reasons for their leaving the school, the official record sheet will show a grade of “WP” in subjects which they were passing at the time of withdrawal and a grade of “WF” in those which they were failing. To withdraw from the College, a student should observe the following withdrawal procedures:

- Obtain a Withdrawal Form from the Registrar’s Office, and complete an exit interview.
- Secure clearance from all offices specified on the Withdrawal Form.
- Return the completed form to the Registrar’s Office in the Academic Affairs suite in Colonial Hall.

Administrative Withdrawal

Students who stop attending classes, or who miss all or most of their classes excessively, will be subject to being dismissed from school and will receive a grade of “WF” in all classes. Students who are administratively withdrawn will not be allowed to continue living in residence halls, nor will they be allowed to continue representing the College in any public manner, such as participating in music ensembles, drama productions, on athletic teams, etc.

The Grading System

Students at Martin Methodist are graded in their academic achievements according to a system of letter grades. To facilitate computation of averages of students' grades, the College assigns numerical values called quality points to all letter grades of passing quality. The various letters used in grading, their meaning, and the quality point value of each are listed below.

- A** — denotes work of superior quality and is assigned four quality points for each semester hour.
- B** — denotes work of above-average quality and is assigned three quality points for each semester hour.
- C** — denotes work of average quality and is assigned two quality points for each semester hour.
- D** — denotes work of below-average quality and is assigned one quality point for each semester hour.
- F** — denotes failure and no quality points are assigned for this grade.
- F*** — denotes failure due to lack of class attendance.
- P** — denotes pass. Hours count towards graduation requirements, but no quality points are awarded (used only in special circumstances such as lab grades and credits earned through By-Pass Exams).
- INC** — denotes incompleteness. This is a temporary grade, which must be replaced by a permanent one within the first four weeks of the following semester. Failure to complete the course work within this period of time will mean that the "incomplete" becomes a permanent grade of "F." When computing quality points for an average, the "INC" is counted as an "F" until a permanent grade has been earned.
- W** — indicates that the student was permitted to withdraw from the course within the first four weeks of a semester or within the first week of a summer session. For purposes of computing grade point averages, the "W" is treated as though the student had never enrolled in the course.
- WP** — indicates that the student was permitted to withdraw from the course after the deadline for awarding the "W" and that course work was of passing quality at the time of withdrawal. For purposes of computing grade point averages, the "WP" is treated as though the student had never enrolled in the course.
- WF** — indicates that the student was permitted to withdraw from the course after the deadline for awarding the "W" and that course work was not of passing quality at the time of withdrawal. No quality points are assigned, but the grade is included in determining the student's grade point average (counts as an "F").

In all instances except administrative failures (i.e. a failure assigned by the Vice President for Academic Affairs for excessive absences or for violations of the Honor Code), all grades are assigned by the instructors.

Repeated Courses

Students may repeat courses with a grade of "D" or lower unless that privilege is denied by the Vice President for Academic Affairs. The grade received in the repeated course supersedes all previous grades and is credited only in the semester in which the course is repeated.

Grade Reports

Reports of each student's scholastic achievement are available to students through Sonis Web, the College's administrative software system. Grades are posted at mid-semester and at the end of each semester. The student who receives a deficiency on a mid-semester report is invited and expected to consult with the instructor and the

faculty mentor who will take action appropriate to the individual case. In a course continuing through more than one semester, the instructor and/or faculty mentor shall decide whether a student who has failed the first semester's work shall be allowed to undertake the work of the following semester.

Academic Honors

At the end of each semester, the College recognizes those students who have distinguished themselves academically. These students' names are published as follows:

1. President's List – full-time students (12 hours or more) who achieve a semester GPA of 4.00.
2. Dean's List – full-time students who achieve a semester GPA of 3.5 or higher, with no grade of "F" or "INC."
3. Honor Roll – full-time students who achieve a semester GPA of 3.0 or higher, with no grade of "F" or "INC."

Academic Standards

A student at Martin Methodist College, whether full-time or part-time, is expected to maintain a satisfactory level of achievement to remain in good standing. The required levels are:

<i>Hours attempted</i>	<i>G.P.A.</i>
1 - 29	1.50
30 - 59	1.70
60 - 99	1.90
100 or more	2.00

The student who, at the end of any semester of attendance, fails to meet the necessary cumulative grade point average as indicated above will be placed on academic probation for the following semester and may be required to take a reduced course load. At the end of the probationary semester, the student who has achieved the required cumulative average will be returned to good standing. The student who has not achieved the required cumulative GPA but who has earned a minimum 2.00 GPA for the semester on a minimum of twelve hours attempted will be continued on academic probation for the next semester. The student who has not achieved the required cumulative GPA and has not earned a 2.00 average for the semester on a minimum of twelve hours attempted will be suspended from the College and will not be considered for readmission until at least one semester has passed. In addition, the full-time student who fails all course work in any semester, except for one-hour courses such as P.E., First Year Experience, Choir, etc. will be suspended for at least the next semester regardless of academic standing prior to that semester. Following the period of suspension, a student who wishes to be readmitted to the College must file, with the Office of Admissions, an application for readmission, and must be approved by the Admissions and Financial Aid Appeals Committee. If the application is approved, the student will be allowed to return to classes and will be on academic probation for the entirety of the ensuing semester.

Students readmitted after their first academic suspension must achieve the required cumulative GPA or maintain a semester GPA of 2.0 or higher. Those who fail to live up to this minimal standard will be suspended from the College for one calendar year. Readmission to the College after this second suspension period requires the approval of the Admissions and Financial Aid Appeals Committee. If the student is readmitted, he/she will be required once again to achieve the required cumulative GPA or maintain a GPA of 2.0 or higher in the first semester of work after his/her return to school. Failure to maintain this minimal standard will result in a third suspension,

this time for three calendar years. The readmission protocol and requirements following the third suspension are the same as those following the second with the returning student again expected to obtain the permission of the Admissions and Financial Aid Appeals Committee and to earn a 2.0 GPA in their first semester back.

Any academic credit earned elsewhere during the suspension period will not count toward degree requirements. However, a student readmitted after a period of suspension may request a review of any coursework earned after the suspension period expired. Coursework earned after the suspension period expired may be transferred to Martin Methodist College as long as the coursework meets the College's standards and policies for transfer work.

Students who register but withdraw from classes repeatedly are also considered to have failed to make satisfactory academic progress and will be reviewed routinely by the Admissions and Financial Aid Appeals Committee. While these individuals may not be suspended, the committee may place certain financial aid restrictions upon any individual who exhibits a pattern of frequent withdrawals from classes.

Martin Methodist College makes every effort to inform in a timely manner all students who have been suspended for academic reasons. This is achieved by placing a notice on the student's transcript on SonisWeb and by a letter that is mailed to the student's permanent address (as indicated in official College records). The letter provides an explanation of the reason(s) for the suspension and informs the student of the date on which he/she may reenroll at Martin Methodist College.

It is the responsibility of the student to supply Martin Methodist College with a permanent mailing address and telephone number that are accurate and up-to-date. The College cannot be held responsible for any failure to notify a student regarding suspension if the student has not supplied the College with an accurate and complete mailing address and telephone number.

A student who is suspended for failure to maintain a sufficient grade point average may appeal to the Admissions and Financial Aid Appeals Committee for a special waiver of suspension and the reinstatement of financial aid. Should the waiver be allowed, the student is required to repeat unsuccessful course work. In addition, a reduced course load may be required by the committee. A student allowed to return on a special waiver is not eligible for institutional, state or federal financial aid unless approved for reinstatement by the Admissions and Financial Aid Appeals Committee.

At the conclusion of the first year (two semesters) of enrollment, the student will be required to have completed 18 semester hours in order to continue receiving financial aid. At the conclusion of the second year (four semesters) of enrollment, the student will be required to have completed 44 semester hours in order to continue receiving financial aid. At the conclusion of the third year (six semesters) a student will be required to have completed 78 semester hours to continue receiving financial aid. An eligible Tennessee state resident may receive the Tennessee Student Assistance Award for a maximum of eight (8) semesters.

Classification of Students

FIRST YEAR: A student who has not earned 24 semester hours is classified as a first-year student. All full-time students must have completed or be currently enrolled in English composition or Developmental Writing.

SECOND YEAR: A currently enrolled student who has earned between 25 and 59 semester hours is classified as a second-year student.

THIRD YEAR: A currently enrolled student who has earned between 60 and 90 semester hours is classified as a third-year student.

FOURTH YEAR: A currently enrolled student who has earned at least 91 semester hours is classified as a fourth-year student.

Student Records

Student records are maintained under the provisions of the Family Educational Rights and Privacy Act of 1974, as amended. Transcripts and information form the student's permanent records, other than directory information, are released only upon the written request of the student. Students who wish to inspect their academic record may do so on-line via SonisWeb, the College's Administrative Software System. Students who wish to inspect other records may do so by making a formal request to the appropriate office. Students have the lawful right to challenge the content of their educational record if the record contains any material which the student deems inaccurate or misleading. Concerns should be discussed with the appropriate college officer. If matters cannot be resolved in this manner, the student may request a formal hearing.

Directory information is considered public information unless the student requests in writing to the Registrar that all or part of such information not be published. Directory information includes: name, address, telephone numbers, date of birth, sex, dates of attendance, major field of study, degrees and awards, participation in recognized activities, organizations or sports (including weight and height) and marital status.

Transcripts

Current or former students may receive copies of their academic records (transcript) or have them sent to other institutions, agencies, or firms by requesting these from the Registrar. Requests may be made in writing, by telephone or email.

Transcript requests will not be honored for any student whose financial account with the College has not been cleared.

Program Assessment

Students may be required to complete one or more questionnaires or surveys and to take one or more standardized tests to determine general educational achievement or overall knowledge of their major field as a prerequisite to graduation. The results of such testing will be used to assess overall program effectiveness and to enhance program quality in the future. Unless required in a particular program, no minimum score or level of achievement is required for graduation. Failure of students to participate in such testing, or to take the test and perform in a serious manner, will result in some form of sanction including fines, suspension, and/or failure to graduate, or a lesser penalty until such tests are completed properly.

The Academic Program

Divisions of Instruction

The Martin Methodist College curriculum is organized in six academic divisions. These divisions and their related groups of subjects are as follows:

- I. Division of Business (THE D.W. JOHNSTON SCHOOL OF BUSINESS)
Accounting, Management, Management Information Systems, and Sport Management
- II. Division of Education
Elementary Education, Secondary Teacher Education, and Physical Education
- III. Division of Humanities
Art, English, Foreign Language, Music Theory and Literature, Applied Music, Religion, and Church Vocations
- IV. Division of Mathematics and Sciences
Biology, Chemistry, Physics, and Mathematics
- V. Division of Nursing
Nursing
- VI. Division of Social Sciences
Behavioral Sciences (Human Services and Psychology), Criminal Justice, History, and Sociology

Each division has its own faculty and executes its own particular functions; however, the faculties of the various divisions join together philosophically in the idea of service to the higher purposes of the College. As maximum integration and unity are achieved, inter-divisional cooperation becomes an essential part of the total academic program.

Degrees Offered

Martin Methodist College offers both four-year and two-year degree programs.

Bachelor of Arts and Bachelor of Science – four-year degrees

The Bachelor of Arts degree is offered in English and Music, and may be selected in almost any major by students who wish to meet the foreign language requirements necessary for the B.A. degree.

The Bachelor of Science degree is offered in all disciplines except English and Music requires 6-8 hours of additional coursework in mathematics, natural sciences, or social sciences in lieu of a foreign language requirement.

Secondary teacher certification is available in Biology, Business, English and History. K-6 teacher certification is available in elementary education and K-12 teacher certification is available in Physical Education.

Bachelor of Business Administration – four-year degree

Bachelor of Science in Nursing – four-year degree

Associate of Arts – two-year degree

The Associate of Arts degree is designed to provide students the first two years of a four-year degree program. Students in the associate's degree program may continue their education toward the baccalaureate degree at Martin Methodist College or transfer to other senior institutions in a variety of different majors. Faculty and staff work closely with students to ensure smooth and accurate transfer of credits.

Graduation Requirements

To qualify for a degree from Martin Methodist College, students must meet certain minimum requirements regardless of the curriculum or the degree program in which they are enrolled.

Residence Requirements

In order to receive a degree from Martin Methodist College a student is required to earn at least the minimum number of hours specified for the chosen curriculum and degree, but never less than 120 hours for the baccalaureate degree and 63 hours for the associate degree. A minimum number of hours for each degree must be earned at Martin Methodist College. These are described later in the section outlining specific requirements for each degree. Correspondence courses cannot be used to satisfy any portion of the residence requirements, nor can credit gained by advanced standing examinations. Completion of the minimum number of hours of course work gives no assurance of graduation at a particular time unless all requirements for graduation are met.

Transfer Credit Policy

Once students enroll in a program at Martin Methodist College they must have written approval from the Vice President for Academic Affairs or Registrar before registering for any courses at other institutions if they plan to transfer credits toward a Martin degree. Failure to obtain prior written approval could render the courses non-transferable. Students who wish to register for courses at another institution must provide a catalog description, the dates the course will be offered, why the course cannot be taken at Martin Methodist College, and any other information deemed appropriate by the Vice President for Academic Affairs and/or Registrar before the request will be considered. A minimum of 55 hours towards the baccalaureate degree must be earned at a four-year institution.

Grade Point Requirements

Any student receiving a degree from Martin Methodist College must present a minimum Grade Point Average (GPA) of 2.00 on all work attempted at Martin. For transfer students who enroll at Martin Methodist College, only grades earned in coursework at Martin will be used in determining continuation standards, graduation requirements, and grade point averages.

Convocation Requirements

Four convocations are held annually at Martin Methodist College. These are: Opening Convocation, International Convocation, Religion and Race Convocation, and Honors Convocation. Attendance is required of all students at a minimum of three of these convocations each year. Failure to attend the required number of convocations will result in a fine of \$50.00 for each convocation missed each year. Thus, for a student entering Martin Methodist College as a freshman, a minimum of 12 of the 16 convocations held must be attended prior to graduation.

Required attendance at convocations does not count as part of the Martin Moments requirements described below, but is in addition to these requirements.

Martin Moments Requirements

Developing a sense of community and broadening cultural perspectives are major parts of the college

experience and vital to the concept of a liberal education. Martin Methodist College is committed to assisting in this enrichment by providing a variety of opportunities to come together for cultural, spiritual, and intellectual events. To ensure that students benefit from these opportunities, the College requires all students to accumulate a prescribed number of cultural/intellectual/religious enrichment credits, called Martin Moments credits, over the course of their academic careers. Attendance at a specified number of approved events will be required for graduation according to the scale below. Martin Moments credit is awarded on a pass/no-credit basis and is required for graduation. Each semester, a list of approved Martin Moments programs will be published on the college web site. Attendance at a minimum of five events each term is required and failure to attend the prescribed number of events will result in a fine of \$50 for each requirement that is not met during a term.

Martin Moments Event Options:

- Religious Expression:** Chapel, Celebration of Faith
- Cultural Enrichment:** Dramatic productions, concerts (Della Clayton Lee Series, choir presentations, recitals, etc.), film series, special events
- Intellectual Enrichment:** Convocations (except Opening Convocation, which is required for all students), Big Picture, guest lectures
- Campus Life:** Selected student activities programs

Students are required to meet their Martin Moments obligation according to the following schedule:

<i>Classification</i>	<i>Earned Hours Upon Entry to MMC</i>	<i>Cultural Events Needed for Graduation</i>
New or Transfer Freshman	0 – 11 Sem. Hrs.	40
Transfer Freshman	12 – 20 Sem. Hrs.	35
Transfer Sophomore	21 – 34 Sem. Hrs.	30
Transfer Sophomore	35 – 59 Sem. Hrs.	25
Transfer Junior	60 – 74 Sem. Hrs.	20
Transfer Junior	75 – 90 Sem. Hrs.	15
Transfer Senior	91 and above Sem. Hrs.	10

Failure to Meet Attendance Requirements

Students who fall short of their Martin Moments requirements in the fall semester may make up the deficiencies in the following semester, but at the end of the year an individual will be fined \$50.00 for each event not attended during the year. Students may also “bank” up to three additional Martin Moments credits during a semester to apply toward the following semester. Students who attend the fall term only will be fined for any events not attended and such fines must be paid prior to the release of the student’s transcript.

Students who are enrolled for internships and who are not in residence during a term (e.g., student teaching, Sport Management Internship, etc.) are exempt from this requirement during that term. Students taking three-hour internships and who are enrolled in other classes must meet the requirement. If a student feels he/she should be exempt from this requirement during a given term due to hardship, he/she may petition the Vice President for Academic Affairs at the beginning of the term for such exemption. Students who wait until the end of the term to

make such requests will be subject to being fined for failure to attend the prescribed number of required events.

Requirements for transfer students are based upon prior semesters enrolled full-time in college. Students who have already earned a baccalaureate degree are exempt from this requirement.

Students who come to their final semester and whose cumulative Martin Moments credits fall below the minimum required must pay all fines associated with Martin Moments deficiencies prior to graduation.

Statement of Intent to Graduate

Students are responsible for making sure they are enrolled in the courses required to meet the graduation requirements specified within their major. Additionally, students must complete and submit to the Office of the Registrar an Intent to Graduate Form. This should be completed at the end of the Junior year for baccalaureate graduates, and no later than October 1 for associate graduates. The completion of these forms will ensure that all degree requirements are met. The forms for graduation may be obtained in the Office of the Vice President for Academic Affairs. The graduation fee must be paid in the Business Office before the day of graduation.

Course Substitutions

Course requirements for each degree program offered by the College are published in the college catalog. Any substitution of a course required for graduation must be approved in advance by the student's mentor, the appropriate Division Chair, and by the Vice President for Academic Affairs. Students must submit a request for course substitution in writing to the Vice President for Academic Affairs no later than October 1 prior to commencement in May of the same academic year.

Baccalaureate Degree Graduation Requirements

Candidates for the Bachelor's degree must meet all the following requirements for graduation:

1. Complete the course of study for the degree program as set forth in the catalog with a cumulative grade point average of 2.0 or higher on a 4.0 scale. The baccalaureate degree requires the completion of a minimum of 120 hours, which includes:
 - a. General Education Core requirements of forty-nine to fifty-four (49-54) semester hours;
 - b. the required number of Martin Moments credits.
 - c. a minimum of forty-five (45) semester hours must be earned in courses numbered at 300 or above;
 - d. a minimum of thirty (30) semester hours for a major;
 - e. a minimum of fifty-five (55) hours from a senior institution.
2. A minor, while not required for graduation, requires a minimum of eighteen (18) semester hours.
3. A minimum of twenty (20) semester hours is required for an emphasis.
4. The last thirty-six (36) hours must be earned at Martin Methodist College.
5. At least twelve semester hours at the upper-division level in the major field must be earned at Martin Methodist College.
6. To be eligible for graduation honors, a student must have earned at least sixty (60) semester hours at Martin Methodist College.
7. Pay the graduation fee.

Associate Degree Graduation Requirements

All candidates for the Associate's degree must meet the following requirements for graduation:

1. Complete sixty-three (63) semester hours of acceptable academic work with a cumulative grade point

average of 2.0 or higher on a 4.0 scale, including General Education Core requirements of forty-nine to fifty-four (49-54) semester hours, and the required number of Martin Moments credits.

2. Complete a minimum of the last twenty-six (26) semester hours at Martin Methodist College.
3. Courses with a course number of 300 or above shall not be included in the sixty-three (63) semester hour graduation requirement.
4. To be eligible for graduation honors, a student must have earned at least thirty-two (32) semester hours at Martin Methodist College.
5. Pay the graduation fee.

Double Major in the Bachelor's Degree

Students may earn a double major by completing core requirements for the degree sought and then all requirements for the second major, including any core courses required within that major. The same issue of the college catalog must be used throughout. If one major has sufficient elective credits, students may meet major requirement of another department by using these electives. There is no requirement for additional degree credits, provided all requirements for both majors are completed when the degree is posted. Typically, only one diploma is awarded but both majors will be indicated on the student's transcript; however, students selecting two majors that culminate in two different degrees (e.g., B.A. and B.S.) will be awarded two different diplomas. In all instances two or more majors or areas of emphasis are noted on the student's transcript.

Requirements for a Second Baccalaureate Degree

Students who have received a bachelor's degree from Martin Methodist College or from another accredited institution may enroll in a program leading to a second degree at the same level providing the following conditions are met:

1. The major field is different from that of the first degree.
2. A total of 36 hours are completed at Martin Methodist College beyond those applied to the previous degree.
3. The student meets the general education (Core) and major requirements for the second degree.
4. The student completes a minimum of 12 hours in the major at Martin Methodist College.
5. The student achieves a minimum GPA of 2.00 on all hours attempted for the second degree.

Post Baccalaureate Students Seeking Initial Licensure, Endorsement, or Highly Qualified Status

Students who have a baccalaureate degree and who are seeking only initial licensure, endorsement, or highly qualified status and no additional degree from Martin Methodist College will have all core requirements waived and need only complete the hours required for the desired licensure. A post baccalaureate student who seeks an additional degree is subject to the requirements for a second baccalaureate degree described above. If the first degree is from Martin Methodist College, the core requirements generally shall be waved unless there are obvious weaknesses because of Core changes since the original degree was earned.

Participation in Commencement

Students who satisfactorily complete all degree requirements by the end of the spring term are expected to participate in commencement in order to receive their diploma. Students may elect not to march in commencement, but are required to pay the regular graduation fee in order to receive a diploma.

Baccalaureate students who are within two courses of completing all degree requirements may elect to participate in commencement provided they also meet the following criteria:

- a. Have a cumulative GPA of 2.25 or higher unless in the Teacher Education Program where a GPA of 2.75 or higher is required.
- b. Have pre-registered (day students) to complete all degree requirements during the immediately following summer term.
- c. For students in the Evening Program, demonstrate that all degree requirements can be completed during the immediately following summer sessions 1 and 2.
- d. Have completed and filed with the Registrar's Office an Intent To Graduate Form by the end of the second week of January.

The diploma will not be awarded until all degree requirements are met. Students who do not meet **all** of the above criteria will not be allowed to participate in commencement until degree requirements are met, or until the above conditions are achieved. **Students who have not completed all graduation requirements will not be recognized during commencement for graduation honors regardless of GPA.** After all degree requirements are met any such honor recognition for which they qualify will be noted on the transcript.

Graduation Honors

The President's Award is conferred at commencement on behalf of the faculty, the President, and Board of Trustees to the baccalaureate student who has the highest cumulative grade point average attempted here or elsewhere if a transfer student. During the graduation ceremonies, the recipient is recognized by the faculty and the graduating class and is awarded a remembrance for the attainment.

Students who accumulate a grade point average of 3.5-3.69 are entitled to be graduated *cum laude*; those with 3.7-3.89, *magna cum laude*; and those with 3.9-4.0 are graduated *summa cum laude*.

General Education Core

The General Education Core is the foundation of the College's curriculum regardless of one's chosen field of pursuit. The Core includes introductory courses selected from a variety of academic disciplines that are intended to provide students with a strong liberal arts foundation of sufficient breadth and depth of learning experiences to prepare them for advanced study in their chosen discipline.

General Education Goals

The overall goal of the core curriculum is to help students become discerning citizens who possess the knowledge, skills, and values associated with being well educated. Graduates of Martin Methodist College should demonstrate:

1. the ability to organize, interpret, and communicate ideas clearly and accurately both orally and in writing;
2. an awareness of the importance of balanced intellectual, spiritual, social, and physical development;
3. an awareness of the importance of human interaction and ethical judgement in a diverse and global society;
4. analytical skills using quantitative, qualitative, and scientific concepts.

Courses in the General Education Core curriculum address the goals listed above. In many of the courses in composition, literature, history, music, art, drama, and religion, research papers and oral presentations require students to organize and interpret ideas and communicate these ideas in written and oral formats. Required classes in literature, history, religion, art, music, and drama offer students the opportunity to broaden their perspectives, so they can appreciate the richness of our Western heritage and the heritage of other cultures. Classes in history, literature, psychology, sociology, and religion help students to recognize the complexities of human interaction in today's society and to realize the importance of ethical judgment viewed from a Judeo-Christian perspective. Courses in mathematics, sciences, and technology provide students the opportunity to develop problem solving, logical reasoning, and technological skills, while physical education classes promote improvement in physical conditioning and the importance of maintaining a healthy lifestyle.

To further aid in the achievement of these core curriculum goals, each student is required to attend a number of campus events each year, called Martin Moments events. While no credit hours are awarded for Martin Moments, completion of the requirement is noted on the transcript on a pass/fail basis, and satisfactory completion is a requirement for graduation.

In addition to successful completion of the required General Education Core courses, assessment of outcomes in the General Education Core are made by using nationally normed tests before entrance into the College and again during the sophomore year. The College is presently requiring all entering students to take the American College Testing Program's Assessment Test (ACT), the Educational Testing Service's Scholastic Aptitude Test (SAT), or if over the age of 21 and no ACT or SAT score is provided, the Compass Placement Test will be given prior to admission to the College. All sophomores will complete an appropriate assessment instrument.

Computer Literacy

Graduates of Martin Methodist College must demonstrate a satisfactory level of computer literacy. Computer

literacy is defined as:

1. a fundamental understanding of operating system functions including the ability to perform file management and printer functions and the ability to use external storage devices;
2. competency in word processing including formatting of text and graphics and publication to other applications;
3. an understanding of electronic spreadsheets including the use of formulas and functions and publication to other applications;
4. database administration to include data manipulation, reporting and form generation;
5. competency in presentation software including creation and formatting of electronic slide shows, automatic presentations and publication of presentations;
6. competency in electronic communication including the use of e-mail and e-mail attachments, the fundamentals of security and privacy, and internet research methods;
7. awareness and understanding of ethical and societal issues rising from the use of electronic media.

Computer literacy can be demonstrated in one of two ways:

1. Computer literacy may be demonstrated by completing MIS 210, MIS 220, or MIS 340 with a minimum grade of “C”.
2. Students, who can document extensive experience in the use of technology covering all of the areas described above, may request permission to take the Comprehensive Computer Literacy Examination. The examination is administered once each term and only at the scheduled time. There is a \$25.00 test fee to cover the expense of the exam and the time of the proctors.
3. Students who do not perform at a satisfactory level may not repeat the test and must take one of the MIS courses listed above and pass with a minimum grade of “C”.



Computers are abundant throughout the Martin Methodist campus.

The requirements and courses which will fulfill the Core are:

General Education Core Requirements

Semester Hours

First Year Experience (FYE 101)	1
Martin Moments (each term of enrollment)	5 credits
Writing	6
<i>The composition requirement must be satisfied by six (6) sequential hours.</i>	
ENG 101 - 102 English Comp I, II	6
ENG 111 - 112 Honors English Comp I, II	6
Literature	3
ENG 201 or 202 World Literature	3
ENG 203 or 204 British Literature	3
ENG 205 or 206 American Literature	3
Speech	3
ENG/COM 221 Speech.....	3
Humanities, Writing, or Speech	3*
<i>The Humanities requirement can be satisfied by completing:</i>	
Literature to complete 6 sequential hours or	
Upper level literature, writing, speech, history, or religion/philosophy course	
	3
Computer Literacy	0-3
MIS 210, 220, 340 or Comprehensive Computer Literacy Examination	3
Religion/Philosophy	6
REL 101 or 102 (required).....	3
Select from REL 101, 102, 201, 241 or 251	3
History	6
<i>The history requirement must be satisfied by six (6) sequential hours.</i>	
HIS 111 - 112 Western Civilization I, II	6
HIS 201 - 202 U.S. History I, II.....	6
Mathematics	3
MAT 131 or 211 or higher (<i>Refer to major for specific requirement</i>).....	3
Natural Science	8
<i>The science requirement must be satisfied by eight (8) sequential hours.</i>	
BIO 111 - 112 Gen Biology I, II	8
CHE 111- 112 General Chemistry I, II.....	8
PHY 101-102 Physical Science I, II.....	8
PHY 241- 242 General Physics I, II.....	8
Fine Arts	3
<i>Select from</i>	
ART 121 Art Survey I	3
MUS 231 Music of West Civilization	3
MUS 235 History of Jazz and Blues	3
ENG/DRA 131 Drama and the Theatre.....	3
Physical Education	1**
Satisfactory completion of one physical education activity class	1
Behavioral/Social Science	3
PSY 111 General Psychology, SOC 211 Principles of Sociology, or	
BUS 201/202 Principles of Economics	
For B.A. Degree	
Foreign Language (Intermediate Level)	6
For B.S. Degree	
Additional mathematics, science, or social science	3-4
Total	49-55

*BIO 399 or REL 399 cannot be used to satisfy this requirement

** Only two semester hours in physical education activity courses may be included in the hours required for graduation.

Bachelor's Degree Programs

Division of Business

The D.W. Johnston School of Business

Division Chair —William McKenney

Office: D.W. Johnston Center, Room 206

Telephone: (931) 363-9847 or e-mail: wmckenney@martinmethodist.edu

Full-Time Faculty Professor: Forrest*

Associate Professors: Brown, McKenney, Newton, Stephenson

Assistant Professors: Wakefield, Wilson

Instructors: Dunne*

Adjunct Faculty Berlin, Bost, Burkins, Latta, Mincher, Guinn, Price, Williams, Young

The D. W. Johnston School of Business was founded in 1994 to provide a focal point for the business program of the College. The school is named in honor of Mr. Daniel Webster Johnston, a highly respected Nashville businessperson and trustee of Martin Methodist College.

The mission of the Division of Business at Martin Methodist College is to provide an excellent business education to a diverse student body through a traditional business program at the baccalaureate level. Martin Methodist College Division of Business provides students the opportunity:

- to obtain the necessary knowledge for successful business careers,
- to become aware of ethical and socially responsible practices, and
- to receive instruction which may lead to entering a graduate school of business

The Division of Business offers a progressive business program that combines professional preparation with a strong liberal arts foundation. Business programs prepare students for a variety of professional careers in business, government, or the private sectors and/or to pursue graduate studies. Programs offered within the Division of Business are designed to provide an education that stresses written and oral communication skills, technical competence, moral awareness, and ethical values.

The Division of Business offers the Bachelor of Business Administration degree with areas of emphasis in: Accounting, Management, Management Information Systems, and Sport Management. Each emphasis area is directed by a Program Coordinator. Students interested in a program within the Division of Business should consult the appropriate Program Coordinator as listed below:

Accounting – Paula Stephenson

Management – William McKenney

Management Information Systems – Nan Wakefield

Sport Management – Tim E. Wilson

In the pages that follow, the requirements for each degree are described along with the recommended curriculum for completing each degree.

**Denotes full-time employees whose appointment includes part-time teaching in addition to other non-teaching responsibilities.*

BACHELOR'S DEGREE IN BUSINESS ADMINISTRATION

Emphasis — Accounting

Expected Outcomes:

1. Graduates will possess the basic skills required to function effectively in entry-level positions in public, managerial, governmental, and non-profit accounting.
2. Graduates who so choose will be prepared for graduate study beyond the Bachelor's degree.
3. Graduates will possess communications skills that are written, oral, and computational.
4. Graduates will possess an understanding of the principles of the accounting profession within the framework of Judeo-Christian ethics.

Degree Requirements

Semester Hours

General Education Core49-52

Note: The Core should include MAT 131 and BUS 201/202

Additional General Courses.....6

MAT 213 Math Mgmt/Social Science.....3

MAT 251 Statistics.....3

Required Business Courses33

BUS 101 Introduction to Business.....3

BUS 221 Principles of Accounting.....3

BUS 222 Principles of Accounting II3

BUS 302 Managerial Finance.....3

BUS 306 Principles of Marketing.....3

BUS 310 Business Communications.....3

BUS 320 Management of Information Systems.....3

BUS 330 Principles of Management.....3

BUS 350 Business Law I.....3

BUS 432 Human Resources Management.....3

BUS 490 Strategic Management.....3

Emphasis Area — Accounting24

Required Courses

BUS 311 Intermediate Accounting I.....3

BUS 312 Intermediate Accounting II.....3

BUS 321 Managerial Accounting.....3

BUS 411 Advanced Accounting.....3

BUS 451 Accounting Systems.....3

BUS 453 Federal Taxes.....3

BUS 462 Auditing.....3

BUS 465 Accounting Theory.....3

Other Electives6-9

Total Number of Hours Required..... 121

Note: A minimum of forty-five hours (45) must be numbered 300 or above

Recommended Curriculum for BBA with Accounting Emphasis

It is the student's responsibility to contact the program coordinator for current requirements and transfer information.

Freshman Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
ENG 101/111	3	ENG 102/112	3
MAT 131	3	Natural Science	4
BUS 101	3	REL 101/102	3
HIS 111/201	3	HIS 112/202	3
FYE 101	1	Fine Arts	3
MIS Core or Elective	3		
<i>Total Hours</i>		<i>Total Hours</i>	
	16		16

Sophomore Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
LIT Core	3	MAT 213	3
Natural Science	4	Humanities Core	3
BUS 201	3	BUS 202	3
BUS 221	3	BUS 222	3
General Elective	3	Religion	3
		PED Activity	1
<i>Total Hours</i>		<i>Total Hours</i>	
	16		16

Junior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
MAT 251	3	Speech Core	3
BUS 311	3	BUS 312	3
BUS 321	3	BUS 451	3
BUS 330	3	BUS 302	3
BUS 453 or 462	3	BUS 310	3
<i>Total Hours</i>		<i>Total Hours</i>	
	15		15

Senior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
BUS 306	3	BUS 411	3
BUS 453 or 462	3	BUS 490	3
BUS 465	3	BUS 320	3
BUS 350	3	BUS 432	3
General Elective	3	General Elective	3
<i>Total Hours</i>		<i>Total Hours</i>	
	15		15

Total Number of Hours Required..... 121-124

* Students may substitute successful completion of MIS 210/220 for three hours of General Electives and complete the BBA Degree/Accounting Emphasis with 121 hours.

BACHELOR'S DEGREE IN BUSINESS ADMINISTRATION

Emphasis — Management

Expected Outcomes:

1. Graduates will possess the basic skills required to function effectively in entry level positions in the business world and in government and in non-profit entities.
2. Graduates will receive instruction which may lead to entering a graduate school of business.
3. Graduates will possess effective communication skills (i.e. written, oral, and computational).
4. Graduates will possess an understanding of the principles of business within the framework of ethics.

Degree Requirements	Semester Hours
General Education Core	49-52
<i>Note: The Core should include MAT 131 and BUS 201/202.</i>	
Additional General Courses	6
MAT 213 Math Mgmt/Social Science.....	3
MAT 251 Statistics.....	3
Required Business Courses	33
BUS 101 Introduction to Business.....	3
BUS 221 Principles of Accounting I.....	3
BUS 222 Principles of Accounting II	3
BUS 302 Managerial Finance	3
BUS 306 Principles of Marketing.....	3
BUS 310 Business Communications	3
BUS 320 Management of Information Systems	3
BUS 330 Principles of Management.....	3
BUS 350 Business Law I.....	3
BUS 432 Human Resources Management.....	3
BUS 490 Strategic Management.....	3
Emphasis Area — Management	21
Required Management Courses:	12
BUS 321 Managerial Accounting	3
BUS 340 Business Ethics.....	3
BUS 430 Production Management	3
BUS 440 International Business	3
Choose three (3) courses from the following	9
BUS 305 Supervision.....	3
BUS 351 Business Law II.....	3
BUS 405 Leadership	3
BUS 410 Organizational Communication.....	3
BUS 426 Entrepreneurship and Small Business Mgmt.....	3
BUS 431 Marketing Management.....	3
BUS 433 Retail Management.....	3
BUS 434 Organizational Behavior Management.....	3
BUS 499 Special Topics.....	3
Other Electives	9-12
Total Number of Hours Required	121
<i>Note: A minimum of forty-five hours (45) must be numbered 300 or above</i>	

Recommended Curriculum for BBA with Management Emphasis

It is the student's responsibility to contact the program coordinator for current requirements and transfer information.

Freshman Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
ENG 101/111	3	ENG 102/112	3
REL Core	3	REL 101/102	3
BUS 101	3	MAT 131	3
HIS 111/201	3	HIS 112/202	3
FYE 101	1	MIS Core or Elective	3
Fine Arts	3	PED	1
<i>Total Hours</i>		<i>Total Hours</i>	
	16		16

Sophomore Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
LIT Core	3	Humanities Core	3
Natural Science	4	Natural Science	4
BUS 201	3	MAT 251	3
BUS 221	3	BUS 202	3
General Elective	3	BUS 222	3
<i>Total Hours</i>		<i>Total Hours</i>	
	16		16

Junior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
BUS 302	3	MAT 213	3
BUS 310	3	BUS 306	3
BUS 330	3	BUS 320	3
BUS 340	3	BUS 432	3
BUS 350	3	Speech Core	3
<i>Total Hours</i>		<i>Total Hours</i>	
	15		15

Senior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
BUS 321	3	BUS 440	3
General Elective	3	BUS 490	3
Management Emphasis	3	Management Emphasis	3
Management Emphasis	3	BUS 440	3
General Elective	3	General Elective	3
<i>Total Hours</i>		<i>Total Hours</i>	
	15		15

Total Number of Hours Required..... 121-124

* Students may substitute successful completion of MIS 210/220 for three hours of General Electives and complete the BBA Degree/Management Emphasis with 121 hours.

Note: See Catalog reference or Program Coordinator for degree requirements for BBA degree.

MINOR IN BUSINESS ADMINISTRATION

Required Courses.....	15
BUS101 Introduction to Business.....	3
BUS201 Principles of Economics (Macroeconomics)	3
BUS202 Principles of Economics (Microeconomics)	3
BUS221 Principles of Accounting I.....	3
BUS222 Principles of Accounting II	3
Electives.....	6
Choose any two from the following:	
BUS302 Managerial Finance.....	3
BUS306 Principles of Marketing.....	3
BUS310 Business Communication.....	3
BUS320 Management Information Systems	3
BUS330 Principles of Management.....	3
BUS426 Entrepreneurship and Small Business Management	3
Total.....	21



BACHELOR'S DEGREE IN BUSINESS ADMINISTRATION

Emphasis — Management Information Systems

Expected Outcomes:

1. Graduates will develop digital documents to support business processes and to distribute them electronically.
2. Graduates will design and develop software solutions to business problems using a variety of programming languages including Visual Basic, C++, C#, and Java, and to demonstrate a working knowledge of specialties such as network management or database management.
3. Graduates will demonstrate the skills necessary for an information systems manager in a business situation, such as effective communication of complex data and effective responses to management problems.
4. Graduates will demonstrate an understanding of management information systems and how those complex systems can affect business processes.
5. Graduates will be aware of the appropriate responses to ethical questions raised by technology in business situations.

Degree Requirements

Semester Hours

General Education Core.....52

Note: The Core should include MAT 131, MIS 210 and BUS 201/202.

Additional General Courses.....6

MAT 213 Math Mgmt/Social Science.....3

MAT 251 Statistics.....3

Required Business Courses33

BUS 101 Introduction to Business.....3

BUS 221 Principles of Accounting I.....3

BUS 222 Principles of Accounting II.....3

BUS 302 Managerial Finance3

BUS 306 Principles of Marketing3

BUS 310 Business Communications.....3

BUS 320 Management of Information Systems.....3

BUS 330 Principles of Management.....3

BUS 350 Business Law I.....3

BUS 432 Human Resources Management.....3

BUS 490 Strategic Management.....3

Courses in MIS Area of Emphasis (choose nine courses from the list below).....27

MIS 210 Information Management I.....3

MIS 220 Information Management II.....3

MIS 340 Introduction to Programming Logic and Design.....3

MIS 350 Introduction to Program and System Development.....3

MIS 360 Visual Basic and Business Applications.....3

MIS 380 E-Commerce and Web Pages.....3

MIS 385 Web Development.....3

MIS 410 Information Systems Applications.....3

MIS 420 Operating Systems Analysis and Administration.....3

MIS 430 Networks and Distributed Data Processing.....3

MIS 440 System Analysis and Design.....3

MIS 450 Database Development and Administration.....3

MIS 460 Practicum.....3

MIS 470 Security of Information Systems.....3

MIS 490 Special Topics in Management Information Systems.....3

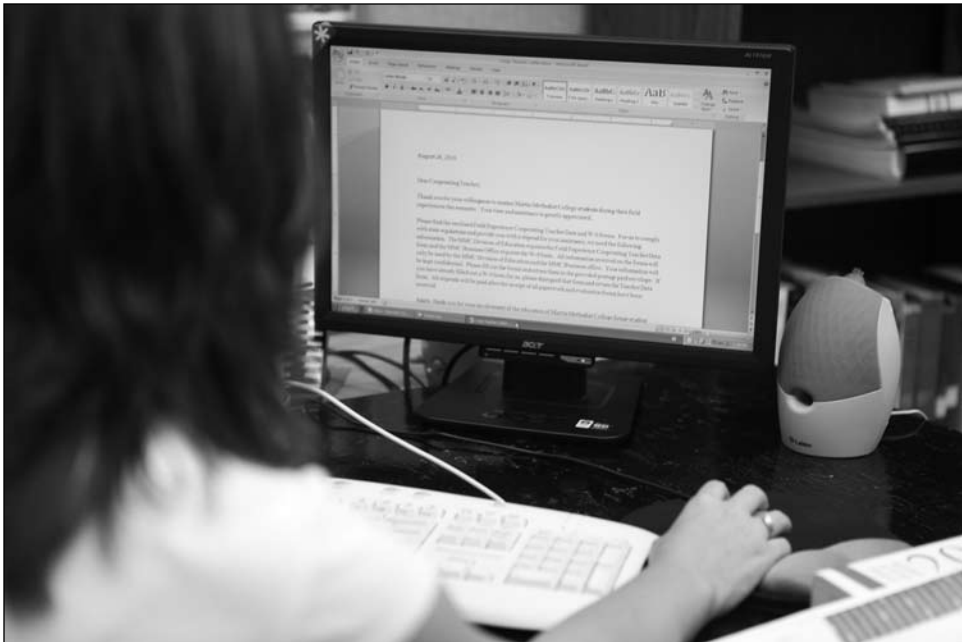
Other Electives3

Total Number of Hours Required..... 121

Note: A minimum of forty-five hours (45) must be numbered 300 or above

MINOR IN MANAGEMENT INFORMATION SYSTEMS

Option I (System Development).....	18
MIS 210, 220 Information Management I and II	6
MIS 340 Introduction to Programming Logic and Design.....	3
MIS 360 Visual Basic and Business Applications.....	3
MIS Electives (Upper Level).....	6
Option II (System Administration).....	18
MIS 210, 220 Information Management I and II	6
MIS 410 Introduction Systems Applications.....	3
MIS 440 System Analysis and Design	3
MIS Electives (Upper Level).....	6
Upper Level MIS Electives	
MIS 350 Introduction to Program and System Development	3
MIS 380 E-Commerce and Web Pages	3
MIS 420 Operating Systems Analysis and Administration	3
MIS 430 Networks and Distributed Data Processing.....	3
MIS 450 Database Development and Administration	3
MIS 460 Practicum.....	3
MIS 490 Special Topics.....	3



MIS students earned a B.B.A. degree with an emphasis in their particular area.

Recommended Curriculum for BBA with Management Information Systems Emphasis

It is the student's responsibility to contact the program coordinator for current requirements and transfer information.

Freshman Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
ENG 101/111	3	ENG 102/112	3
HIS 111/201	3	HIS 112/202	3
BUS 101	3	MAT 131	3
Natural Science Core	4	Natural Science Core	4
MIS Core	3	MIS Area of Emphasis	3
FYE 101	1	PED	1
<hr/>		<hr/>	
<i>Total Hours</i>	<i>17</i>	<i>Total Hours</i>	<i>17</i>

Sophomore Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
Literature Core	3	Humanities Core	3
MAT 251	3	MAT 213	3
BUS 201	3	BUS 202	3
BUS 221	3	BUS 222	3
MIS Area of Emphasis	3	MIS Area of Emphasis	3
<hr/>		<hr/>	
<i>Total Hours</i>	<i>15</i>	<i>Total Hours</i>	<i>15</i>

Junior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
Fine Arts Core	3	Speech Core	3
BUS 302	3	BUS 306	3
BUS 310	3	REL 101/102	3
BUS 320	3	MIS Area of Emphasis	3
MIS Area of Emphasis	3	MIS Area of Emphasis	3
<hr/>		<hr/>	
<i>Total Hours</i>	<i>15</i>	<i>Total Hours</i>	<i>15</i>

Senior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
BUS 330	3	BUS 490	3
BUS 350	3	REL 101/202/241	3
BUS 432	3	MIS Area of Emphasis	3
MIS Area of Emphasis	3	MIS Area of Emphasis	3
Elective	3	Elective (optional)	3
<hr/>		<hr/>	
<i>Total Hours</i>	<i>15</i>	<i>Total Hours</i>	<i>12-15</i>

Total Number of Hours Required..... 121-124

BACHELOR'S DEGREE IN BUSINESS ADMINISTRATION

Emphasis — Sport Management

Expected Outcomes:

1. Graduates will possess the managerial skills required to function effectively in the sport industry.
2. Graduates will possess the academic and practical experience needed to gain successful employment upon graduation.
3. Graduates will possess effective communication skills.
4. Graduates will be prepared to enter graduate school.

Degree Requirements

Semester Hours

General Education Core	49-52
<i>Note: The Core should include MAT 131 and BUS 201/202</i>	
Additional General Courses	6
MAT 213 Math Mgmt/Social Science.....	3
MAT 251 Statistics.....	3
Required Business Courses	33
BUS 101 Introduction to Business.....	3
BUS 221 Principles of Accounting I.....	3
BUS 222 Principles of Accounting II.....	3
BUS 302 Managerial Finance.....	3
BUS 306 Principles of Marketing.....	3
BUS 310 Business Communications.....	3
BUS 320 Management of Information Systems.....	3
BUS 330 Principles of Management.....	3
BUS 350 Business Law I.....	3
BUS 432 Human Resources Management.....	3
BUS 490 Strategic Management.....	3
Emphasis Area — Sport Management	27
SPM 200 Introduction to Sport Management.....	3
SPM 201 Sport Management Practicum.....	3
SPM 321 Management of Leisure/Sport Facilities.....	3
SPM 401 Sport Marketing.....	3
SPM 411 Event Management.....	3
SPM 421 Sport Management Internship.....	12
Other Electives	3-6
Total Number of Hours Required	121

Note: A minimum of forty-five hours (45) must be numbered 300 or above

MINOR IN SPORT MANAGEMENT	
SPM 200 Introduction to Sport Management.....	3
SPM 201 Sport Management Practicum.....	3
SPM 311 Theory to Practice in Sport Management.....	3
SPM 331 Legal Aspects of Sport.....	3
SPM 400 Finance of Sport.....	3
SPM 401 Sport Marketing.....	3
Total Number of Hours Required	18

Recommended Curriculum for BBA with Sport Management Emphasis

It is the student's responsibility to contact the program coordinator for current requirements and transfer information.

Freshman Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
ENG 101/111	3	ENG 102/112	3
HIS 111/201	3	HIS 112/202	3
BUS 101	3	MAT 131	3
SPM 200	3	Natural Science Core	4
MIS Core or Elective *	3	SPM 201	3
FYE 101	1	PED	1
<i>Total Hours</i>	<i>16</i>	<i>Total Hours</i>	<i>17</i>

Sophomore Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
Literature Core	3	MAT 213	3
MAT 251	3	BUS 202	3
BUS 201	3	BUS 222	3
BUS 221	3	Fine Arts Core	3
Natural Science Core	4	Humanities Core	3
<i>Total Hours</i>	<i>16</i>	<i>Total Hours</i>	<i>18</i>

Junior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
SPM 321	3	BUS 306	3
BUS 302	3	Speech Core	3
BUS 310	3	SPM 411	3
BUS 320	3	BUS 490	3
Religion/Philosophy Core	3	SPM 401	3
<i>Total Hours</i>	<i>15</i>	<i>Total Hours</i>	<i>15</i>

Senior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
BUS 330	3	SPM 421	12
BUS 350	3	<i>Total Hours</i>	<i>12</i>
BUS 432	3		
General Elective	3		
General Elective (optional)	3		
<i>Total Hours</i>	<i>12-15</i>		

Total Number of Hours Required..... 121-124

* Students may substitute successful completion of MIS 120/210/220 for three hours of General Electives and complete the BBA Degree/Sport Management Emphasis with 121 hours.

Division of Education

Division Chair – Grace A. Meier

Office: D. W. Johnston Center, Room 230

Telephone: (931) 363-9857 or e-mail: gmeier@martinmethodist.edu

Full-Time Faculty *Professors:* Gregory*, Meier
Associate Professors: McMasters, Lee, Stewart
Assistant Professors: Smith
Instructors: Fairchild*, Hammond*, Morefield*, Sandy*

The mission of Martin Methodist College's Division of Education is the development of education professionals, who are prepared to participate in professional, social, and technological change; who are committed to lifelong learning, service, and continuing professional development through inquiry and reflective practice; and who work in partnership with a range of constituents to effect change at the local level.

The Division of Education offers the bachelor's degree in elementary education with licensure to teach grades K-6; bachelors' degrees in secondary education majors in biology, business, English and history with licensure to teach grades 7-12; and a bachelor's degree in physical education with licensure to teach grades K-12. Licensure endorsement is also offered in driver education. Because the licensure programs are professional programs, formal application must be made and approval granted for admission into each program. These requirements are described in the following pages along with the course requirements and recommended curriculum for each program.

In addition to the above licensure programs, the Division of Education also offers three non-licensure programs. One is offered in Elementary Education and two are offered in Physical Education.

Students interested in a major within the Division of Education should consult the appropriate Program Coordinator as listed below:

Elementary Education — Grace A. Meier

Secondary Teacher Education — Kerbe B. Lee

Physical Education — Daniel N. McMasters, Jr.

Regulations in effect at the time the student is admitted to the appropriate program within the Division of Education shall be considered binding unless directed otherwise by the Tennessee State Department of Education. That department periodically revises the requirements governing teacher licensure in the state of Tennessee. Therefore, degree requirements leading to licensure in all Martin Methodist College (MMC) teacher education programs are subject to change from those published in the college catalog. Education students are required to seek advisement from their mentors and/or the Program Coordinator as early as possible in the program of study to ensure that both degree requirements and licensure requirements are met.

** Denotes full-time employees whose appointment includes part-time teaching in addition to other non-teaching responsibilities.*

ADMISSION TO THE EDUCATION PROGRAM

All students who desire a bachelor's degree with licensure in any program within the Division of Education, including the alternative route in elementary education, are required to apply for admission to the appropriate program during the second semester of the sophomore year. Full admission to the program must be attained no later than the semester prior to clinical practice or no later than the final semester for those students choosing to take the elementary education alternative route. An application must be submitted to the office of the appropriate Program Coordinator. The application contains the specific requirements for admission to the desired program and will be processed and acted upon by the Teacher Education Committee.

EDU 101, Education as a Profession, and PSY/EDU 305, Educational Psychology, and EDU/SOC 360 Multicultural Education are the only education courses students may take at MMC prior to admission to the education program.

Before beginning any field experiences required in some of the methods and professional education courses, membership in Student Tennessee Education Association (STEA) is required to further familiarize the candidate with professional commitment and involvement responsibilities as well as for insurance liability purposes.

The following are desirable dispositions that candidates will be expected to demonstrate by the completion of their program:

- possesses a positive attitude about life and teaching
- spends adequate time in preparation for assigned tasks
- participates in professional activities
- accepts responsibility for outcomes
- seeks professional development opportunities
- knows areas of personal strengths and weaknesses
- uses reflection techniques to improve performance
- sets high expectations for personal performance, demonstrates high efficacy, is enthusiastic about assigned tasks
- manifests creativity in tasks undertaken
- is empathetic toward all individuals
- is supportive of diversity and equal opportunities for all
- exhibits self-confidence in tasks undertaken

According to the requirements as noted on the application, in addition to a satisfactorily completed application, all students seeking admission to a program within the Division of Education shall have:

- a minimum cumulative GPA of 2.75
- completed at least thirty (30) semester hours
- at least a "B" in EDU 101
- at least a "B" in ENG 101 and ENG 102
- at least a "B" in ENG 221
- at least a "C" in the appropriate math course listed for that program (see application or specific program requirements)
- made or surpassed state required scores on one of the following standardized tests:
 - Praxis I (PPST: Pre-Professional Skills Test reading, writing, and math) or
 - a required composite score of 22 on the ACT or
 - a required combined verbal and mathematical score of 1020 on the old SAT or 1530 on the new SAT
- a satisfactory rating on three copies of the Personal/Professional Dispositions Evaluation completed by the

- applicant, a community person, and a Martin Methodist College professor
- submitted a satisfactory essay writing sample
- passed a TBI background check paid for by the candidate
- satisfactorily completed an admission interview with members of the Teacher Education Committee
- submitted complete college transcripts
- valid membership in STEA which will be continued until completion of the clinical practice semester
- submitted a signed copy of the Student's Rights and Responsibilities form
- submitted a working portfolio

The applicant will be notified in writing as to the decision of the Teacher Education Committee. Applicants who are denied admission because of certain deficiencies in their program of study must re-apply for admission once the deficiencies are removed. An appeals process enables students to re-apply to the committee for admission. Any student denied admission a second time may then appeal to the Curriculum and Academic Policy Committee through the Vice President for Academic Affairs.

Admission to Clinical Practice for All Programs of the Division of Education

All students who desire Tennessee teacher licensure in any program within the MMC Division of Education will engage in fifteen weeks of clinical practice in two different placements (one of eight weeks and one of seven weeks). Candidates shall refer to the Application for Admission to Clinical practice and the Clinical practice Handbook for specific requirements for each program. All candidates shall obtain approval for admission to clinical practice from the Teacher Education Committee. Clinical practice placement will be in the state of Tennessee within a 50-mile radius of Martin Methodist College. To be eligible for participation in clinical practice, candidates shall have:

- been admitted to the Teacher Education Program
- completed and submitted to the Program Coordinator all required components of the Application for Admission to clinical practice by the semester prior to clinical practice
- completed all course work except clinical practice and clinical practice seminar
- been classified a senior (92+ hours) by the Registrar's Office and be within two semesters of graduation
- passed all required sections of the Praxis II
- a cumulative grade point average of at least 2.75 in all course work taken at Martin Methodist College and/or transferred to MMC
- earned a "C" or better in each major and professional education course
- passed a T.B.I. background check paid for by the candidate
- a satisfactory rating on three copies of the Personal/Professional Disposition Evaluation completed by the applicant, the candidate's mentor or Program Coordinator, and a Martin Methodist College education professor
- submitted a working portfolio
- obtained and provided proof of professional membership (STEA)
- received approval of the Teacher Education Committee

Formal application to clinical practice must be completed and submitted to the office of the Program Coordinator by March 15 of the spring semester and by October 15 of the fall semester prior to the semester in which the student enrolls in clinical practice and clinical practice seminar. Except for special circumstance, the following policy will be followed:

- Scores from the November Praxis II test date may not be accepted for clinical practice placement for the following spring.

- Scores from the July Praxis II test may not be accepted for clinical practice placement for the following fall.

The suggested timetable for progress through the licensure process for all programs within the Division of Education is as follows:

- Sophomore year, 1st semester: take Praxis I (if ACT score is not 22 or above)
- Sophomore year, 2nd semester: apply for admission to the program
- Junior year, 2nd semester: take all applicable Praxis II exams
- Senior year, 1st semester: retake Praxis II exams if needed ; complete all degree course work; and apply for clinical practice
- Senior year, 2nd semester: clinical practice and seminar, and complete all degree requirements

Admission to the Alternate Route in the Elementary Education Program

A student may elect to get a bachelor's degree in elementary education without getting a teaching license. Students are required to apply for admission to the Elementary Education Program during the first semester of the sophomore year. Full admission must be attained no later than the final semester of the sophomore year. Students are not required to meet the following program requirements:

- Pass any Praxis II tests;
- Submit a showcase portfolio;
- Enroll in EDU 452 and EDU 453.

The alternate 12 hours of upper-division work will consist of the following:

- One or more three-hour upper-division English courses;
- One or more three hour upper-division religion, sociology, or social work courses;
- One or more three hour upper-division psychology courses;
- A fourth course must be chosen from the above disciplines.

The proposed alternative schedule must be submitted to the Teacher Education Committee for approval before the final semester.

Other Program Information

A student who fails any or all parts of the Praxis I twice has the right to appeal in writing to the Teacher Education Committee through the chair of the education division. The program coordinator, under the guidance of the committee, shall arrange a rigorous, well-monitored program of remediation in the problem areas. Upon completion of the required remediation, the student's situation will be reviewed by the program coordinator and an appropriate recommendation made to the committee. Appealing does not automatically exempt a student from further Praxis I tests.

A portfolio is created via LiveText generally in EDU101 and should be continually updated. The final showcase portfolio is created during clinical practice as a capstone project and is evaluated as an exit assessment. The Program Coordinator has portfolio guidelines.

Candidates who are experiencing difficulty meeting program requirements may receive a Notice of Concern which requires corrective action to be taken.

Candidates preparing for clinical practice in the fall semester should take the Praxis II on the January, March, April, and/or June test dates; scores should return in time to schedule clinical practice in the fall. Early testing allows time to replace failed scores. Spring semester clinical practitioners should also take the Praxis II on the January, March, April, and/or June test dates of the previous year. Praxis II tests taken on the September date allow no time for retakes. Scores from the November test date do not return to MMC in time for a student to be placed in clinical practice that spring. Scores from the July test date do not return to MMC in time for a student to be placed in clinical practice that fall.

Candidates still lacking course work may appeal to the Teacher Education Committee for permission to take one course in the night program, by directed study, or by correspondence during the clinical practice semester.

Candidates have two clinical practice placements: one of eight weeks; the other of seven weeks. The Teacher Education Committee approves all candidates for admission to clinical practice.

No candidate is permitted to participate in collegiate sports during clinical practice.

Completing all requirements of the education program does not automatically mean a recommendation for licensure. Final approval for licensure is only authorized by the Teacher Education Committee after an exit interview with the candidates at the conclusion of clinical practice.

Title II Praxis Pass Rates and Scaled Scores for the Education Program

The following scores are a three year average for the Division of Education’s traditional and transitional programs:

Traditional

Principals of Learning and Teaching		
Test	Pass Rate	Scaled Score
0522	100%	172
0524	93%	169
Elementary K-6		
Test	Pass Rate	Scaled Score
0011	100%	172
0014	100%	161
0201	100%	168
Secondary		
Test	Pass Rate	Scaled Score
0041	100%	176
0043	100%	150
0100	100%	622
0233	66%	148
0235	86%	157
0941	100%	146
Physical Education		
Test	Pass Rate	Scaled Score
0091	78%	153
0092	100%	159

Transitional

Test	Pass Rate	Scaled Score
0011	100%	183
0041	100%	176
0043	100%	145
0100	100%	173
0524	100%	171

Post-Baccalaureate Students Seeking Initial Licensure, Endorsement, Transitional License, or Highly Qualified Status

A post-baccalaureate student is one who possesses a four-year degree from an institute of higher education and re-enters Martin Methodist College for additional professional credentials. Even though each case is reviewed on an individual basis, there are three general categories of post baccalaureate students:

1. A post-baccalaureate student seeking only initial licensure and no additional degree would generally have all core requirements waived unless there is an obvious weakness.
2. A post-baccalaureate student whose four-year degree is from MMC and who seeks an additional degree with licensure will generally have all core requirements waived unless there is an obvious weakness in meeting educational standards because of core changes made since the original MMC degree was awarded.
3. A post-baccalaureate student whose four-year degree is from an institute of higher education other than MMC and who seeks a degree with licensure would generally have to fulfill all degree and licensure requirements (including core) not granted by transfer of equivalent coursework.

Post-baccalaureate candidates must be admitted to the appropriate MMC education program.

Procedures for post-baccalaureate seeking a license to teach (applications and forms are in LiveText):

1. See the program coordinator for information about LiveText.
2. Possess or demonstrate ability to maintain a 2.75 GPA or higher. This requirement is generally met by a previous GPA or 12 hours taken at MMC.
3. Submit the completed program application and three personal/professional dispositions to the appropriate program coordinator.
4. Make arrangements with the program coordinator to complete the admission essay (supervised writing-on-demand) at a convenient time.
5. Submit a recent (within a year) TBI background check (see Dr. Meier for details).
6. Have a satisfactory interview with the program coordinator and one other Teacher Education Committee (TEC) Member.
7. Submit to the program coordinator proof of membership in STEA or other comparable professional educational organization that offers liability insurance and legal counsel.
8. Gain approval of the Teacher Education Committee (TEC).
9. Maintain a GPA of 2.75 or higher and a grade of “C” or better in all education and major courses taken at MMC.

10. Pass the required Praxis II tests before Clinical practice.
11. Successfully complete all applicable program requirements before recommendation to the state for licensure by the TEC.

Variances for post-baccalaureate candidates:

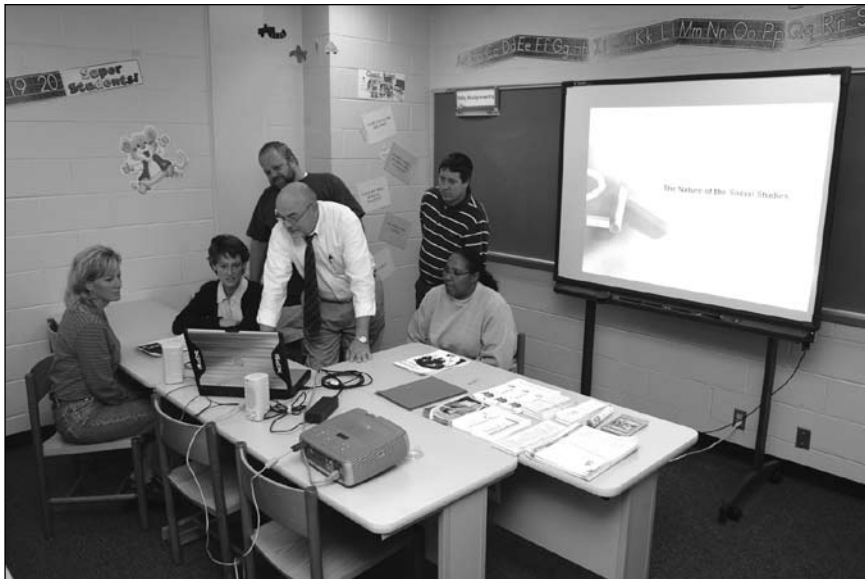
1. A working portfolio will not be required prior to program admission.
2. The EDU 101 requirement will be decided on an individual basis. A workshop covering program admission, LiveText, e-portfolio, and other important items will be offered at the beginning of each semester. Post-baccalaureate students who attend will have EDU 101 waived.

Other special-situation students:

Martin Methodist College has a state-approved program for transitional licensure, add-on endorsement, or highly qualified status. Students seeking information about any of these should meet with the Division of Education chair or an education program coordinator to be directed to the person in charge of those programs at MMC.

Candidates for endorsement or transitional licensure generally:

1. Will not need admission to the education program, but will have approval of the Academic Dean and Teacher Education Committee (TEC)).
2. Will not have to student teach or create a portfolio.
3. Will have to pass all required Praxis II tests before initial licensure is recommended.
4. Will have to meet all requirements contained in the MMC state-approved guidelines for these specific programs.



Elementary education is one of the majors offered in the Evening Program.

BACHELOR'S DEGREE IN ELEMENTARY EDUCATION WITH K-6 LICENSURE

Expected Outcomes:

1. Teacher candidates shall demonstrate the knowledge, skills, and dispositions needed to succeed in careers within the field.
2. Teacher candidates shall complete clinical practice and a seminar course in the last semester of their senior year.
3. Teacher candidates of the licensure program will pass the appropriate Praxis II exam.

Degree Requirements	Semester Hours
General Education Core.....	49-52
<i>Note: The Core should include, ENG 201, ENG 202, HIS 201, HIS 202, MAT 112 or higher, PHY 101/102, PSY 111, PSY 211, REL 241, MIS 210 or higher, and MUS 231 or ART 121.</i>	
Additional General Courses.....	2
EDU 101 Education as a Profession	2
Additional Interdisciplinary Study Courses	9
HIS 221 American Government.....	3
HIS 241 World Geography.....	3
SOC 211 Principles of Sociology	3
Major Field of Study	37
ART 301 Arts & Crafts for Youth	2
BIO 111 General Biology I-Zoology	4
BUS 200 Economic Concepts and Applications.....	3
EDU 313 Language Literacy	2
EDU 314 Kindergarten Curriculum & Teaching Methods	2
EDU 341 Social Studies Methods.....	2
EDU 343 Problem Solving/Math Methods.....	2
EDU 344 Natural Science Methods.....	2
ENG 310 Children's Literature	3
ENG 315 Advanced Grammar	3
MAT 211 Math Concepts	3
MUS 310 Music for Youth.....	1
PED 111 Personal and Community Health.....	3
PED 211 First Aid and Emergency Care.....	3
EDU 321 Physical Education for Elementary Teachers	2
Professional Education Courses	32
EDU 305 Educational Psychology.....	3
EDU 315 Exceptional Child	3
EDU 331 Educational Assessment.....	3
EDU 342 Classroom Management	3
EDU 360 Multicultural Education	3
EDU 410 Technology in Education	3
EDU 412 Language Lit Methods	2
EDU 452 Clinical Practice in Grades K-6.....	11
EDU 453 Clinical Practice Seminar.....	1
Total Number of Hours Required.....	132

**See catalog reference or program coordinator for degree requirements for either B.A. or B.S. degree in Elementary Education.*

Recommended Curriculum for Elementary Education Degree With K-6 Licensure

It is the student's responsibility to contact the program coordinator for current requirements and transfer information.

Freshman Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
FYE 101	1	EDU 101	2
ENG 101/111	3	ENG 102/112	3
PED 111	3	MAT 112	3
PED 211	3	PED Activity	1
PSY 111	3	ART 121 or MUS 231	3
PHY 102	4	PHY 101	4
<hr/>		<hr/>	
<i>Total Hours</i>	<i>17</i>	<i>Total Hours</i>	<i>16</i>

Sophomore Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
BIO 111	4	EDU 315	3
ENG 201	3	ENG 202	3
Speech Core	3	MIS Core or Elective	3
HIS 201	3	HIS 202	3
REL 241	3	PSY 211	3
<hr/>		REL 102	3
<i>Total Hours</i>	<i>16</i>	<i>Total Hours</i>	<i>18</i>

Junior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
EDU 313	2	EDU 321	2
EDU 314	2	EDU 342	3
EDU 331	3	EDU 343	2
EDU 410	3	EDU 412	2
ENG 315	3	ENG 310	3
MAT 211	3	EDU 305	3
MUS 310	1	EDU 344	2
<hr/>		<hr/>	
<i>Total Hours</i>	<i>17</i>	<i>Total Hours</i>	<i>17</i>

Senior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
ART 301	2	EDU 452	11
BUS 200	3	EDU 453	1
EDU 341	2	<hr/>	
SOC 211	3	<i>Total Hours</i>	<i>12</i>
HIS 221	3		
HIS 241	3		
EDU 360	3		
<hr/>			
<i>Total Hours</i>	<i>19</i>		

Total Number of Hours Required.....132

* Apply for admission to the program as early as possible in the sophomore year. No EDU-prefixed courses above EDU 101 may be taken until the student is admitted to the Teacher Education Program at MMC.

* Apply by October 15 for spring clinical practice, by March 15 for fall clinical practice.

* All required sections of the Praxis II shall be passed prior to the clinical practice semester.

BACHELOR'S DEGREE IN BIOLOGY WITH LICENSURE 7-12

Expected Outcomes:

1. Teacher candidates shall demonstrate the knowledge, skills, and dispositions needed to succeed in careers within the field.
2. Teacher candidates shall complete clinical practice and a seminar course in the last semester of their senior year.
3. Teacher candidates of the licensure program will pass the appropriate Praxis II exam.

Degree RequirementsSemester Hours

General Education Courses 64

Core Requirements to include: MAT 141, PHY 101/102, PSY 111, and PSY 211..... 54

Additional General Education Requirements 10

CHE 111/112 General Chemistry..... 8

EDU 101 Education as a Profession 2

Major Field of Study 32

Required Biology Courses 20

BIO 111/112 General Biology I & II — Zoology & Botany 8

BIO 301 Genetics..... 4

BIO 331 Cell Biology 4

BIO 341 Ecology 4

Biology Electives [choose from the following] 12

BIO 201/202 Human Anatomy and Physiology I & II 8

BIO 310 Biology Seminar..... 2

BIO 321 Parasitology..... 3

BIO 322 Parasitology Lab 1

BIO 351 Morphology of Non-Vascular Plants..... 4

BIO 353 Anatomy and Morphology of Vascular Plants..... 4

BIO 361 Microbiology..... 4

BIO 399 Bioethics..... 3

BIO 421 Systemic Botany..... 4

BIO 461 Comparative Anatomy 4

PSY 424 Physiological Psychology 3

Professional Education 32

EDU 305 Educational Psychology..... 3

EDU 315 The Exceptional Child 3

EDU 331 Educational Assessment..... 3

EDU 342 Classroom Management 3

EDU 360 Multicultural Education..... 3

EDU 410 Technology in Education 3

EDU 425 Strategies for Teaching Grades 7-12..... 2

EDU 456 Clinical Practice in Grades 7-12..... 11

EDU 457 Clinical Practice Seminar..... 1

Total Number of Hours Required..... 128

**See catalog reference or program coordinator for degree requirements for either B.A. or B.S. degree in Biology Education.*

Recommended Curriculum for Biology Majors With Secondary Licensure

The following suggested timetable is general in nature. Course offerings are sometimes shifted with little notice to enable students to schedule coursework more effectively. It is the student's responsibility to contact the Program Coordinators of both the STEP and the Biology Department for current requirements, course availability, admission to the STEP, transfer information, and advising assistance. Seek counsel early in your academic career.

Freshman Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
ENG 101/111	3	ENG 102/112	3
BIO 111	4	BIO 112	4
MAT 141	5	Religion/Philosophy Core	3
REL 101/102	3	MIS Core or Elective	3
FYE 101	1	EDU 101	2
<hr/>		<hr/>	
<i>Total Hours</i>	<i>16</i>	<i>Total Hours</i>	<i>15</i>

Sophomore Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
Literature Core	3	Humanities Core	3
PHY 101	4	PHY 102	4
HIS 111/201	3	HIS 112/202	3
CHE 111	4	CHE 112	4
PSY 111	3	PSY 211	3
<hr/>		<hr/>	
<i>Total Hours</i>	<i>17</i>	<i>Total Hours</i>	<i>17</i>

Junior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
Fine Arts	3	Biology Major	4
EDU 331	3	Biology Major	4
Biology Major	4	Biology Major	4
EDU 305	3	Speech Core	3
EDU 360	3	EDU 342	3
PED Activity	1	<hr/>	
<i>Total Hours</i>	<i>17</i>	<i>Total Hours</i>	<i>18</i>

Senior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
Biology Major	4	EDU 456	11
Biology Major	4	EDU 457	1
EDU 315	3	<hr/>	
EDU 410	3	<i>Total Hours</i>	<i>12</i>
EDU 425	2	<hr/>	
<i>Total Hours</i>	<i>16</i>		

Total Number of Hours Required.....128

* Apply for admission to the STEP as early as possible in the sophomore year. No EDU-prefixed courses above EDU 101 may be taken until the student is admitted to the Teacher Education Program at MMC.

* Apply by October 15 for spring clinical practice, by March 15 for fall clinical practice.

* All required sections of the Praxis II shall be passed prior to the clinical practice semester.

BACHELOR'S DEGREE IN BUSINESS WITH LICENSURE 7-12

Expected Outcomes:

1. Teacher candidates shall demonstrate the knowledge, skills, and dispositions needed to succeed in careers within the field.
2. Teacher candidates shall complete clinical practice and a seminar course in the last semester of their senior year.
3. Teacher candidates of the licensure program will pass the appropriate Praxis II exam.

Degree Requirements

Semester Hours

General Education Courses	63
<i>Core Requirements to include: MAT 131 (or higher), PSY 111, PSY 211 and MIS 210</i>	52
<i>Additional General Education Requirements</i>	11
MAT 213 Math for Mgmt/Social Sciences	3
MAT 251 Statistics	3
EDU 101 Education as a Profession	2
MIS 114 Keyboarding	3
Major Field of Study	30
<i>Required Business Courses</i>	30
BUS 200 Economic Concepts and Applications	3
BUS 221 Principles of Accounting I	3
BUS 222 Principles of Accounting II	3
BUS 302 Managerial Finance	3
BUS 306 Principles of Marketing	3
BUS 310 Business Communications	3
BUS 320 Management Information Systems	3
BUS 330 Principles of Management	3
BUS 350 Business Law I	3
<i>Business Electives (choose from those courses listed below)</i>	3*
BUS 101 Introduction to Business	3
BUS 201 Principles of Economics I	3
BUS 202 Principles of Economics II	3
MIS 220 Information Management II	3
Professional Education	32
EDU 305 Educational Psychology	3
EDU 315 The Exceptional Child	3
EDU 331 Educational Assessment	3
EDU 342 Classroom Management	3
EDU 360 Multicultural Education	3
EDU 410 Technology in Education	3
EDU 425 Strategies for Teaching Grades 7-12	2
EDU 456 Clinical Practice in Grades 7-12	11
EDU 457 Clinical Practice Seminar	1

Total Number of Hours Required..... **125**

** If Business Technology endorsement is desired, Business Electives must include MIS 220 plus 6 additional hours of MIS courses.*

Recommended Curriculum for Business Majors With Secondary Licensure

The following suggested timetable is general in nature. Course offerings are sometimes shifted with little notice to enable students to schedule coursework more effectively. It is the student's responsibility to contact the Program Coordinators of the STEP and the Business Department for current requirements, course availability, admission to the STEP, transfer information, and advising assistance. Seek counsel early in your academic career.

Freshman Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
ENG 101/111	3	ENG 102/112	3
Natural Science Core	4	Natural Science Core	4
PSY 111	3	MAT 131	3
REL 101/102	3	Religion/Philosophy Core	3
FYE 101	1	EDU 101	2
PED Activity	1		
<hr/>		<hr/>	
<i>Total Hours</i>	<i>15</i>	<i>Total Hours</i>	<i>15</i>

Sophomore Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
Literature Core	3	Humanities Core	3
Fine Arts Core	3	MAT 213	3
HIS 111/201	3	HIS 112/202	3
PSY 211	3	Speech Core	3
MAT 251	3	MIS 210	3
MIS 114	3	Business Major	3
<hr/>		<hr/>	
<i>Total Hours</i>	<i>18</i>	<i>Total Hours</i>	<i>18</i>

Junior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
EDU 331	3	Business Major	3
EDU 305	3	Business Major	3
EDU 360	3	Business Major	3
Business Major	3	Business Major	3
Business Major	3	EDU 342	3
<hr/>		<hr/>	
<i>Total Hours</i>	<i>15</i>	<i>Total Hours</i>	<i>15</i>

Senior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
Business Major	3	EDU 456	11
Business Major	3	EDU 457	1
Business Major	3		
EDU 315	3	<hr/>	<hr/>
EDU 410	3	<i>Total Hours</i>	<i>12</i>
EDU 425	2		
<hr/>		<hr/>	
<i>Total Hours</i>	<i>17</i>		

Total Number of Hours Required..... 125

* Apply for admission to the STEP as early as possible in the sophomore year. No EDU-prefixed courses above EDU 101 may be taken until the student is admitted to the Teacher Education Program at MMC.

* Apply by October 15 for spring clinical practice, by March 15 for fall clinical practice.

* All required sections of the Praxis II shall be passed prior to the clinical practice semester.

BACHELOR OF ARTS IN ENGLISH WITH LICENSURE 7-12

Expected Outcomes:

1. Teacher candidates shall demonstrate the knowledge, skills, and dispositions needed to succeed in careers within the field.
2. Teacher candidates shall complete clinical practice and a seminar course in the last semester of their senior year.
3. Teacher candidates of the licensure program will pass the appropriate Praxis II exam.

Degree Requirements

Semester Hours

General Education Courses	60
<i>Core Requirements to include:</i> ENG/DRA 131, Foreign Language (intermediate level)	52
<i>Additional General Education Requirements</i>	8
PSY 111 and 211	6
EDU 101 Education as a Profession	2
Major Field of Study	36
<i>Required for Secondary Licensure</i>	12
ENG 410 Adolescent Literature	3
ENG 315 Advanced Grammar	3
ENG 402 Shakespeare	3
ENG 411 Linguistics	3
<i>Periods and Major Authors [choose from the following]</i>	12
ENG 301 19th Century Novel	3
ENG 302 Romantic and Victorian Poetry	3
ENG 303 20th Century Novel	3
ENG 304 20th Century Poetry	3
ENG 305 Modern Drama	3
ENG 401 Old and Middle English Literature	3
ENG 403 Myth and Ancient Literature	3
ENG 404 Restoration and Eighteenth-Century English Literature	3
ENG 405 Major Authors	3
<i>Writing Language and Thematic Studies [choose from the following]</i>	6
ENG 311 Technical Writing	3
ENG 313 Advanced Composition	3
ENG 321 Women’s Literature	3
ENG 412 Creative Writing — Prose	3
ENG 413 Creative Writing — Poetry	3
ENG 421 Nature Literature	3
ENG 422 Southern Literature	3
ENG 423 Introduction to Film	3
ENG 424 Special Topics	3
<i>Research Strategies and Senior Thesis</i>	6
ENG 420 Research Strategies	3
ENG 425 Senior Thesis	3
Professional Education	32
EDU 305 Educational Psychology	3
EDU 315 The Exceptional Child	3
EDU 331 Educational Assessment	3
EDU 342 Classroom Management	3
EDU 360 Multicultural Education	3
EDU 410 Technology in Education	3
EDU 425 Strategies for Teaching Grades -12	2
EDU 456 Clinical Practice in Grades 7-12	11
EDU 457 Clinical Practice Seminar	1
Total Number of Hours Required	128

Recommended Curriculum for English Majors With Secondary Licensure

The following suggested timetable is general in nature. Course offerings are sometimes shifted with little notice to enable students to schedule coursework more effectively. It is the student's responsibility to contact the Program Coordinators of the STEP and the English Department for current requirements, course availability, admission to the STEP, transfer information, and advising assistance. Seek counsel early in your academic career.

Freshman Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
ENG 101/111	3	ENG 102/112	3
MAT 131 or 211	3	PSY 111	3
Natural Science Core	4	Natural Science	4
ENG/DRA 131	3	MIS Core or Elective	3
PED Activity	1	EDU 101	2
FYE 101	1		
<hr/>		<hr/>	
<i>Total Hours</i>	<i>15</i>	<i>Total Hours</i>	<i>15</i>

Sophomore Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
Literature Core	3	Humanities Core	3
REL 101/102	3	Religion/Philosophy Core	3
HIS 111/201	3	HIS 112/202	3
PSY 211	3	Speech Core	3
Foreign Language Core	3	Foreign Language Core	3
		EDU 315	3
<hr/>		<hr/>	
<i>Total Hours</i>	<i>15</i>	<i>Total Hours</i>	<i>18</i>

Junior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
EDU 305	3	Upper Level English	3
EDU 331	3	Upper Level English	3
EDU 360	3	Upper Level English	3
Upper Level English	3	Upper Level English	3
Upper Level English	3	Upper Level English	3
ENG 420	3	EDU 342	3
<hr/>		<hr/>	
<i>Total Hours</i>	<i>18</i>	<i>Total Hours</i>	<i>18</i>

Senior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
Upper Level English	3	EDU 456	11
Upper Level English	3	EDU 457	1
Upper Level English	3		
ENG 425	3	<i>Total Hours</i>	<i>12</i>
EDU 410	3		
EDU 425	2		
<hr/>		<hr/>	
<i>Total Hours</i>	<i>17</i>		

Total Number of Hours Required..... 128

* Apply for admission to the STEP as early as possible in the sophomore year. No EDU-prefixed courses above EDU 101 may be taken until the student is admitted to the Teacher Education Program at MMC.

* Apply by October 15 for spring clinical practice, by March 15 for fall clinical practice.

* All required sections of the Praxis II shall be passed prior to the clinical practice semester.

BACHELOR'S DEGREE IN HISTORY WITH LICENSURE 7-12

Expected Outcomes:

1. Teacher candidates shall demonstrate the knowledge, skills, and dispositions needed to succeed in careers within the field.
2. Teacher candidates shall complete clinical practice and a seminar course in the last semester of their senior year.
3. Teacher candidates of the licensure program will pass the appropriate Praxis II exam.

Degree RequirementsSemester Hours

General Education Courses 63-66

Core Requirements to include: HIS 111-112, REL 201, PSY 111 and PSY 211 49-52

Additional General Education Requirements 14

HIS 201 and 202 History of the United States 6

BUS 200 Economic Concepts and Applications 3

EDU 101 Education as a Profession 2

SOC 211 Principles of Sociology 3

Major Field of Study 30

Required History Courses for Secondary Licensure 21

HIS 221 American Government 3

HIS 241 World Geography 3

HIS 324 Renaissance and Reformation 3

HIS 340 Tennessee History 3

HIS 408 History of the Far East 3

HIS 435 Social and Cultural History of the United States 3

HIS 465 The World Since 1945 3

History Electives [Choose from those listed below or from additional courses as offered] 9

Note: Three hours must be from non-U.S. courses.

HIS 300 Historiography and Historical Method 3

HIS 320 Ancient Greece and Rome 3

HIS 331 Early Modern Europe 3

HIS 333 The French Revolution and Napoleon 3

HIS 342 Colonial, Revolutionary, and Early National America 3

HIS 350 Jeffersonian and Jacksonian Era 3

HIS 354 Antebellum America, Civil War and Reconstruction 3

HIS 370 The United States since 1945 3

HIS 412 History of the Middle East 3

HIS 425 American Westward Movement 3

HIS 430 American Environmental History 3

HIS 440 Religion in America 3

HIS 450 History of Islam 3

HIS 465 Tudor/Stuart England 3

Professional Education 32

EDU 305 Educational Psychology 3

EDU 315 The Exceptional Child 3

EDU 331 Educational Assessment 3

EDU 342 Classroom Management 3

EDU 360 Multicultural Education 3

EDU 410 Technology in Education 3

EDU 425 Strategies for Teaching Grades 7-12 2

EDU 456 Clinical Practice in Grades 7-12 11

EDU 457 Clinical Practice Seminar 1

Total Number of Hours Required..... 125

Recommended Curriculum for History Majors With Secondary Licensure

The following suggested timetable is general in nature. Course offerings are sometimes shifted with little notice to enable students to schedule coursework more effectively. It is the student's responsibility to contact the Program Coordinators of the STEP and the History program for current requirements, course availability, admission to the STEP, transfer information, and advising assistance. Seek counsel early in your academic career.

Freshman Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
ENG 101/111	3	ENG 102/112	3
MAT 131 or 211	3	REL 201	3
Natural Science	4	Natural Science	4
PSY 111	3	EDU 101	2
HIS 111	3	HIS 112	3
FYE 101	1		
<hr/>		<hr/>	
<i>Total Hours</i>	<i>17</i>	<i>Total Hours</i>	<i>15</i>

Sophomore Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
Literature Core	3	Humanities Core	3
HIS 201	3	HIS 202	3
PSY 211	3	SOC 211	3
Speech Core	3	Fine Arts	3
BUS 200	3	MIS Core or Elective	3
PED Activity	1	REL 101/102	3
<hr/>		<hr/>	
<i>Total Hours</i>	<i>16</i>	<i>Total Hours</i>	<i>18</i>

Junior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
EDU 305	3	History Major	3
EDU 331	3	History Major	3
EDU 360	3	History Major	3
HIS 221	3	History Major	3
HIS 241	3	EDU 342	3
History Major	3		
<hr/>		<hr/>	
<i>Total Hours</i>	<i>18</i>	<i>Total Hours</i>	<i>15</i>

Senior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
History Major	3	EDU 456	11
History Major	3	EDU 457	1
History Major	3		
EDU 315	3	<hr/>	
EDU 410	3	<i>Total Hours</i>	<i>12</i>
EDU 425	2		
<hr/>			
<i>Total Hours</i>	<i>17</i>		

Total Number of Hours Required..... 128

* Apply for admission to the STEP as early as possible in the sophomore year, because no EDU-prefixed courses above EDU 101 may be taken until the student is admitted to the Teacher Education Program at MMC.

* Apply by October 15 for spring clinical practice, by March 15 for fall clinical practice.

* All required sections of the Praxis II shall be passed prior to the clinical practice semester.

BACHELOR'S DEGREE IN PHYSICAL EDUCATION WITH LICENSURE K-12

Expected Outcomes:

1. Teacher candidates shall demonstrate the knowledge, skills, and dispositions needed to succeed in careers within the field.
2. Teacher candidates shall complete clinical practice and a seminar course in the last semester of their senior year.
3. Teacher candidates of the licensure program will pass the appropriate Praxis II exam.

Degree Requirements	Semester Hours
General Education Courses	54
<i>Core Requirements to include: ENG 201/202 or other sequential literature courses</i>	
BIO 111, BIO 112, PSY 111 and PSY 211.....	52
<i>Additional General Education Requirements:</i>	2
EDU 101 Education as a Profession	2
Major Field of Study	42
<i>Required Physical Education Courses</i>	
BIO 201 Human Anatomy and Physiology.....	4
PED 200 Foundations of Physical Education	3
PED 211 First Aid and Emergency Care.....	3
BIO 231 Nutrition	3
PED 320 Motor Learning.....	3
PED 321 Physical Education for Elementary Teachers.....	2
PED 322 Activity Skills (Personal).....	3
PED 323 Activity Skills (Team).....	3
PED 343 Essential of Adaptive Physical Education	3
PED 401 Exercise Physiology	3
PED 402 Administration of Physical Education and Sport.....	3
PED 406 Kinesiology/Biomechanics.....	3
PED 423 Tests and Measurement in Physical Education.....	3
<i>Physical Education Electives (choose from those listed below)</i>	3
PED 111 Personal and Community Health	3
PED 212 Prevention and Care of Athletic Injuries	3
PED 324 Philosophy and Techniques of Coaching.....	3
PED 410 Advanced Athletic Training.....	3
Professional Education	32
EDU 305 Educational Psychology.....	3
EDU 315 Exceptional Child	3
EDU 331 Educational Assessment.....	3
EDU 342 Classroom Management	3
EDU 360 Multicultural Education	3
EDU 410 Technology in Education	3
EDU 422 Strategies for Teaching K-12 Physical Education	3
EDU 458 Clinical Practice in Grades K-12	11
EDU 459 Clinical Practice Seminar.....	1
Total Number of Hours Required	128

* All physical education majors must make a "C" or higher in all Physical Education courses.

* See catalog reference or Program Coordinator for degree requirements for either B.A. or B.S. degree in Physical Education.

Recommended Curriculum for Physical Education Majors With Licensure K-12

The following suggested timetable is general in nature. Course offerings are sometimes shifted with little notice to enable students to schedule coursework more effectively. It is the student's responsibility to contact the Program Coordinators of the STEP and the Physical Education program for current requirements, course availability, admission to the STEP, transfer information, and advising assistance. Seek counsel early in your academic career.

Freshman Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
ENG 101/111	3	ENG 102/112	3
MAT 131 or 211	3	Religion/Philosophy Core	3
BIO 111	4	BIO 112	4
PSY 111	3	Speech Core	3
PED Activity Course	1	EDU 101	2
FYE 101	1		
<i>Total Hours</i>		<i>Total Hours</i>	
	15		15

Sophomore Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
Literature Core	3	Literature Core	3
HIS 111/201	3	HIS 112/202	3
PSY 211	3	PED 211	3
Fine Arts Core	3	BIO 231	3
PED 200	3	MIS Core or Elective	3
REL 101/102	3	PED 323	3
<i>Total Hours</i>		<i>Total Hours</i>	
	18		18

Junior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
EDU 305	3	PED 343	3
EDU 331	3	PED 402	3
BIO 201	4	PED 406	3
PED 320	3	EDU 315	3
PED 322	3	EDU 342	3
		PED 321	2
<i>Total Hours</i>		<i>Total Hours</i>	
	16		17

Senior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
Physical Education Elective	3	EDU 456	11
PED 401	3	EDU 457	1
PED 423	3		
EDU 360	3	<i>Total Hours</i>	
EDU 410	3		12
EDU 422	3		
<i>Total Hours</i>			
	18		

Total Number of Hours Required.....128

* Apply for admission to the STEP as early as possible in the sophomore year. No EDU-prefixed courses above EDU 101 may be taken until the student is admitted to the Teacher Education Program at MMC.

* Apply by October 15 for spring clinical practice, by March 15 for fall clinical practice.

* All required sections of the Praxis II shall be passed prior to the clinical practice semester.

BACHELOR'S DEGREE IN PHYSICAL EDUCATION (Non-Licensure)

Expected Outcomes:

1. Graduates shall demonstrate the knowledge and skills needed to succeed in careers within the field.
2. Graduates shall demonstrate knowledge and skills needed to be successful in graduate /professional programs within the field.
3. Graduates shall complete a capstone course in the last semester of their senior year.

Degree RequirementsSemester Hours

General Education Courses	57
<i>Core Requirements to include: BIO 111, 112 and BIO 201,202</i>	57
Major Field of Study (Required Physical Educator courses)	40
PED 201 Swimming or choose one from PED 102-110.....	1
PED 111 Personal and Community Health	3
PED 200 Foundations of Physical Education	3
PED 211 First Aid and Emergency Care.....	3
BIO 231 Nutrition.....	3
PED 320 Motor Learning.....	3
PED 322 Activity Skills (Personal).....	3
PED 323 Activity Skills (Team).....	3
PED 343 Essential of Adaptive Physical Education	3
PED 401 Exercise Physiology	3
PED 402 Administration of Physical Education and Sport.....	3
PED 406 Kinesiology/Biomechanics.....	3
PED 423 Tests and Measurement in Physical Education.....	3
PED 499 Physical Education Capstone	3
Electives (18 hours must be numbered 300 or above)	30
<i>Physical Education Electives (choose from those listed below)</i>	12
PED 212 Prevention and Care of Athletic Injuries	3
PED 324 Philosophy and Techniques of Coaching	3
PED 345 History of Sport & Physical	3
PED 410 Injury Assessment	3
PED 430 Exercise Prescription and Fitness Appraisal in the Healthy Individual	3
PED 485 Driver Education	3
PED 486 Advanced Driver Education and Safety.....	3
PED 487 Safety Lab	3
PED 489 Physical Education Internship.....	3-6
<i>Suggested General Electives</i>	18
BIO 301 Genetics.....	4
BIO 331 Cell Biology	4
BIO 341 Ecology.....	4
PSY 111 General Psychology.....	3
PSY 211 Developmental Psychology.....	3
PSY 305 Educational Psychology	3
MIS 120 Intro. To Computer Processing.....	3
BUS 201/202 Principles of Economics I, II.....	6
BUS 221/222 Principles of Accounting I, II.....	6
BUS 302 Managerial Finance	3
BUS 306 Principles of Marketing.....	3
BUS 310 Business Communication.....	3
BUS 320 Management of Information Systems	3
BUS 330 Principles of Management.....	3
SPM 321 Management of Leisure/Sport Facilities	3
Total Number of Hours Required	127

* All physical education majors must make a "C" or higher in all Physical Education courses.

* See catalog reference or program coordinator for degree requirements for either BA or BS degree in Physical Education.

Recommended Curriculum for Physical Education Majors (Non-Licensure)

The following suggested timetable is general in nature. Course offerings are sometimes shifted with little notice to enable students to schedule coursework more effectively. It is the student's responsibility to contact the Program Coordinator of the Physical Education program for current requirements, course availability, transfer information, and advising assistance. Seek counsel early in your academic career.

Freshman Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
ENG 101/111	3	ENG 102/112	3
MAT 131 or higher	3	Religion/Philosophy Core	3
BIO 111	4	BIO 112	4
HIS 111/201	3	HIS 112/202	3
Behavioral/Social Science Core	3	Fine Arts Core	3
FYE 101	1	<u>PED Activity Course</u>	<u>1</u>
<i>Total Hours</i>	<i>17</i>	<i>Total Hours</i>	<i>17</i>

Sophomore Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
Literature Core	3	Humanities Core	3
REL 101/102	3	Speech Core	3
BIO 201	4	BIO 202	4
Elective	3	BIO 231	3
PED 200	3	PED 211	3
PED 201 or one from 102-110	1	<u>Total Hours</u>	<u>16</u>
<i>Total Hours</i>	<i>17</i>		

Junior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
Elective	3	PED 323	3
Elective	3	PED 343	3
MIS Core or Elective	3	PED 402	3
PED 320	3	PED 406	3
PED 322	3	EDU 423	3
PED 401	3	<u>Total Hours</u>	<u>15</u>
<i>Total Hours</i>	<i>18</i>		

Senior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
Elective	3	Elective	3
Elective	3	PED 499	3
PED 111	3	PED Elective	3
PED Elective	3	PED Elective	3
PED Elective	3	<u>Total Hours</u>	<u>12</u>
<i>Total Hours</i>	<i>15</i>		

Total Number of Hours Required..... 127

BACHELOR'S DEGREE IN PHYSICAL EDUCATION (Non-Licensure)

Fitness Management Emphasis

Expected Outcomes:

1. Graduates shall demonstrate the knowledge and skills needed to succeed in careers within the field.
2. Graduates shall demonstrate knowledge and skills needed to be successful in graduate /professional programs within the field.
3. Graduates shall complete a capstone course in the last semester of their senior year.

Degree Requirements Semester Hours

General Education Courses 54

Core Requirements to include: BIO 111, BIO 112, & BIO 201, 202 54

Major Field of Study (Required Physical Education Courses) 49

PED 201 Swimming or choose one from PED 102-110	1
PED 111 Personal and Community Health	3
PED 200 Foundations of Physical Education	3
PED 211 First Aid and Emergency Care	3
BIO 231 Nutrition	3
PED 320 Motor Learning	3
PED 322 Activity Skills (Personal)	3
PED 323 Activity Skills (Team)	3
PED 343 Essential of Adaptive Physical Education	3
PED 401 Exercise Physiology	3
PED 402 Administration of Physical Education and Sport	3
PED 406 Kinesiology/Biomechanics	3
PED 423 Tests and Measurement in Physical Education	3
PED 430 Exercise Prescription and Fitness Appraisal in the Healthy Individual	3
PED 489 Physical Education Internship	6
PED 499 Physical Education Capstone	3

Business Cores (12 hours must be upper level courses) 24

Required Business Courses 12

BUS 201 Principles of Economics	3
BUS 202 Principles of Economics	3
BUS 221 Principles of Accounting	3
BUS 222 Principles of Accounting	3

Elective Business Courses (Choose from the following courses) 12

BUS 302 Managerial Finance	3
BUS 306 Principles of Marketing	3
BUS 310 Business Communication	3
BUS 320 Management of Information Systems	3
SPM 321 Management of Leisure/Sport Facilities	3
SPM 400 Finance of Sport	3
SPM 401 Sport Marketing	3

Total Number of Hours Required 127

** All physical education majors must make a "C" or higher in all Physical Education courses.*

** See catalog reference or program coordinator for degree requirements for either B.A. or B.S. degree in Physical Education.*

Recommended Curriculum for Physical Education Majors (Non-Licensure) — Fitness Management Emphasis

The following suggested timetable is general in nature. Course offerings are sometimes shifted with little notice to enable students to schedule coursework more effectively. It is the student's responsibility to contact the Program Coordinator of the Physical Education program for current requirements, course availability, transfer information, and advising assistance. Seek counsel early in your academic career.

Freshman Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
ENG 101/111	3	ENG 102/112	3
MAT 131 or higher	3	REL 101/102	3
BIO 111	4	BIO 112	4
HIS 111/201	3	HIS 112/202	3
PED Activity Course	1	Fine Arts Core	3
FYE 101	1		
<hr/>		<hr/>	
<i>Total Hours</i>	<i>15</i>	<i>Total Hours</i>	<i>16</i>

Sophomore Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
Literature Core	3	Humanities Core	3
BIO 201	4	BIO 202	4
BUS 201	3	BIO 231	3
BUS 221	3	BUS 202	3
PED 200	3	BUS 222	3
PED 201 or one from 102-110	1		
<hr/>		<hr/>	
<i>Total Hours</i>	<i>17</i>	<i>Total Hours</i>	<i>16</i>

Junior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
Business Elective	3	PED 323	3
Business Elective	3	PED 343	3
MIS Core or Elective	3	PED 402	3
PED 320	3	PED 406	3
PED 322	3	PED 423	3
PED 401	3		
<hr/>		<hr/>	
<i>Total Hours</i>	<i>18</i>	<i>Total Hours</i>	<i>15</i>

Senior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
REL 201 or 241	3	Business Elective	3
Speech Core	3	Business Elective	3
PED 111	3	PED 489	6
PED 211	3	PED 499	3
PED 430	3		
<hr/>		<hr/>	
<i>Total Hours</i>	<i>15</i>	<i>Total Hours</i>	<i>15</i>

Total Number of Hours Required..... 127

Division of Humanities

Division Chair – C. Patrick Whittemore

Office: D.W. Johnston Center, Room 228

Telephone: (931) 363-9848 or e-mail: pwhittemore@martinmethodist.edu

Full-Time Faculty Professors: Hughes, Harwell, Ireson*, West, Whittemore, Wiggins

Associate Professors: Engel

Assistant Professors: Davidson, Nigrelli, E.Stalions

Instructors: Alford, Greenbank*, Hagewood, Keaton*, Kirkpatrick*, Lewter, Pigg, Schafer*

Adjunct Faculty Brosend, Jobe, Radcliffe, Robinson, A. Stalions, Turner, Waybright, Word

The mission of the Division of Humanities at Martin Methodist College is to enhance the liberal arts education of Martin Methodist College students by offering a variety of courses in the general education core in art, music, language, English, literature, drama, religion, and philosophy. Some students will investigate these disciplines at a deeper level in academic majors preparing for specific future careers. Through these course offerings the Division of Humanities hopes to:

- promote personal growth in students through appreciation of the new disciplines to which they have been exposed;
- foster awareness in students of the cultural, spiritual, and intellectual diversity found within the human experience;
- encourage critical thinking, writing, and research skills in students that will prepare them for lifelong learning.

The Division of Humanities offers programs leading to the Bachelor of Arts Degree in English, Music, and Liberal Arts, and either the Bachelor of Arts or Bachelor of Science Degree with a major in Christian Education, Church Vocations, or Religion and Philosophy, and a certificate in Teaching English to Speakers of Other Languages (TESOL).

The major in *Christian Education* is designed for those students who wish to enter the field of Christian Education, or to pursue graduate work in Christian Education or other theological disciplines. Graduates will be qualified for certification by the United Methodist General Board of Higher Education and Ministry if desired. The major in *Church Vocations* is designed to provide a basic understanding of the Christian faith, while also preparing students to pursue graduate training in theological education and/or pursue a variety of career choices including administrative positions and music director positions. The major in *Religion and Philosophy* is designed for students interested in an academic study of religion and philosophy in western culture, but who do not intend to pursue careers as religious leaders. Each student will be allowed to focus his/her program of study more on religion or on philosophy as personal interest dictates.

English majors take a variety of courses in writing, literature, and language that prepare them for a diversity of career fields, or for graduate study. English serves as an excellent major in such fields as teaching, business, journalism, law, medicine, and publishing. The TESOL certificate program will provide a theoretical and practical foundation in the study of second language acquisition (SLA) and is designed for students who wish to teach English as a Second Language in the United States or abroad. The coursework comprises linguistics, SLA, methodology, assessment, advanced grammar and a practicum. A minimum grade of “C” is required in all TESOL

courses in order to receive certification.

The music major is designed to give students a broad background in music theory and music history as well as multiple opportunities to develop and demonstrate their performance abilities. Graduates from this program will be qualified for a variety of careers in the music industry as well as further graduate studies.

Through a broad range of courses, the Liberal Arts major is designed to provide depth of learning and to appeal to students with eclectic interests. The program encourages the development and application of reading, writing, and critical thinking skills necessary to prepare students to function effectively in an ever-changing social environment and job market.

Students interested in a major within the Division of Humanities should consult the appropriate Program Coordinator as listed below:

Christian Education, Church Vocations, Religion and Philosophy – C. Patrick Whittemore

English – Kayla McKinney Wiggins

Music- Mark Hagewood

**Denotes full-time employees whose appointment includes part-time teaching in addition to other non-teaching responsibilities.*



BACHELOR'S DEGREE IN CHURCH VOCATIONS

Church Vocations Requirements	12
REL 401 History of Christian Thought.....	3
REL 431 The United Methodist Church History & Beliefs <i>or</i>	
REL 411 Readings in Religion.....	3
REL 421 Practicum	3
REL 422 Practicum	3

Emphasis in Church Business Administration

Expected Outcomes:

1. Students will demonstrate a basic understanding of the forces shaping Christian theology, re-shaping their own theology through the academic process.
2. Students will be equipped with the skills necessary to find employment in the local church in the area of business administration.

Degree RequirementsSemester Hours

General Education Core.....	52-55
------------------------------------	--------------

Note: The Core should include REL 101, REL 102, MAT 131, MAT 213, and MAT 251, PSY 111

Church Vocations Requirements	12
--	-----------

Required Business Courses	33
--	-----------

BUS 201 Principles of Economics-Macro	3
BUS 202 Principles of Economics-Micro.....	3
BUS 221 Principles of Accounting I.....	3
BUS 222 Principles of Accounting II	3
BUS 302 Managerial Finance.....	3
BUS 305 Intermediate Macroeconomics	3
BUS 306 Principles of Marketing.....	3
BUS 321 Managerial Accounting	3
BUS 330 Principles of Management.....	3
BUS 350 Business Law I	3
BUS 434 Organizational Behavior Management.....	3

Business Electives.....	6
--------------------------------	----------

Upper-level Religion Electives	12
---	-----------

General Electives.....	3-6
-------------------------------	------------

Total Number of Hours Required	121
---	------------

Recommended Curriculum for Church Business Administration Emphasis

It is the student's responsibility to contact the Program Coordinator for current requirements and transfer information.

Freshman Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
ENG 101/111	3	ENG 102/112	3
MAT 131	3	MAT 213	3
REL 102	3	REL 101	3
HIS 111/201	3	HIS 112/202	3
FYE 101	1	Fine Arts Core	3
PSY 111	3	PED Activity	1
<hr/>		<hr/>	
<i>Total Hours</i>	<i>16</i>	<i>Total Hours</i>	<i>16</i>

Sophomore Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
Literature Core	3	Humanities Core	3
Natural Science Core	4	Natural Science Core	4
BUS 201	3	MAT 251	3
BUS 221	3	BUS 202	3
Speech Core	3	BUS 222	3
<hr/>		<hr/>	
<i>Total Hours</i>	<i>16</i>	<i>Total Hours</i>	<i>16</i>

Junior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
Business 302	3	BUS 305	3
Business 321	3	BUS 306	3
Business 350	3	BUS 330	3
Upper Religion Elective	3	Upper Religion Elective	3
Upper Religion Elective	3	Upper Religion Elective	3
<hr/>		<hr/>	
<i>Total Hours</i>	<i>15</i>	<i>Total Hours</i>	<i>15</i>

Senior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
REL 401	3	Upper Business Elective	3
REL 431 or REL 411	3	Upper Business Elective	3
BUS 434	3	REL 421	3
MIS Core or Elective	3	REL 422	3
General Elective	3	<hr/>	
<hr/>		<i>Total Hours</i>	<i>12</i>
<i>Total Hours</i>	<i>15</i>		

Total Number of Hours Required..... 121

Emphasis in Church Music

Expected Outcomes:

1. Students will demonstrate a basic understanding of the forces that shape Christian theology, re-shaping their own theology through the academic process.
2. Students will be equipped to administer a church music program.

Degree Requirements	Semester Hours
General Education Core	52-55
<i>Note: The Core should include REL 101, REL 102, & MUS 231.</i>	
Church Vocations Requirements	12
Additional General Courses	42
MUS 101 Music Theory I.....	3
MUS 102 Music Theory II.....	3
MUS 201 Advanced Music Theory I.....	3
MUS 202 Advanced Music Theory II.....	3
Applied Music (Major).....	16
Applied Music (Minor).....	6
College Choir.....	8
Required Upper-level Courses	10
MUS 302 Hymnology.....	3
MUS 304 Conducting.....	3
MUS 310 Music for Youth.....	1
MUS 405 Choral Literature.....	3
Upper-level Religion Electives	9
Total Number of Hours Required	125-128



Church music is an emphasis in the Church Vocations major.

Recommended Curriculum for Church Music Emphasis

It is the student's responsibility to contact the Program Coordinator for current requirements and transfer information.

Freshman Year

<i>Fall Semester</i>	
ENG 101/111	3
MAT 131 or higher	3
MUS 101	3
HIS 111/201	3
FYE 101	1
Applied Music (Major)	2
College Choir	1
<hr/>	
<i>Total Hours</i>	<i>16</i>

<i>Spring Semester</i>	
ENG 102/112	3
MUS 102	3
REL 101	3
HIS 112/202	3
PED Activity	1
Applied Music (Major)	2
College Choir	1
<hr/>	
<i>Total Hours</i>	<i>16</i>

Sophomore Year

<i>Fall Semester</i>	
Literature Core	3
Natural Science Core	4
REL 102	3
MUS 201	3
Applied Music (Major)	2
Applied Music (Minor)	1
College Choir	1
<hr/>	
<i>Total Hours</i>	<i>17</i>

<i>Spring Semester</i>	
Humanities Core	3
Natural Science Core	4
MUS 231	3
MUS 202	3
Applied Music (Major)	2
Applied Music (Minor)	1
College Choir	1
<hr/>	
<i>Total Hours</i>	<i>17</i>

Junior Year

<i>Fall Semester</i>	
REL 401	3
REL 431	3
MUS 302	3
Speech Core	3
Applied Music (Major)	2
Applied Music (Minor)	1
College Choir	1
<hr/>	
<i>Total Hours</i>	<i>16</i>

<i>Spring Semester</i>	
PSY 111	3
MUS 310	1
MUS 304	3
Upper Religion Elective	3
Applied Music (Major)	2
Applied Music (Minor)	1
College Choir	1
<hr/>	
<i>Total Hours</i>	<i>14</i>

Senior Year

<i>Fall Semester</i>	
MUS 405	3
MIS Core	3
Upper Religion Elective	3
Social Science Elective	3
Applied Music (Major)	2
Applied Music (Minor)	1
College Choir	1
<hr/>	
<i>Total Hours</i>	<i>16</i>

<i>Spring Semester</i>	
REL 421	3
REL 422	3
Upper Religion Elective	3
Applied Music (Major)	2
Applied Music (Minor)	1
College Choir	1
<hr/>	
<i>Total Hours</i>	<i>13</i>

Total Number of Hours Required..... 125-128

Note: See catalog reference or Program Coordinator for degree requirements for B.A. degree.

** May be fulfilled by by-pass exam.*

Pre-Seminary Emphasis

Expected Outcomes:

1. Students will demonstrate a basic understanding of the forces shaping Christian theology, re-shaping their own theology through the academic process.
2. Students will be prepared to enter a graduate program in theological education.

<i>Degree Requirements</i>	<i>Semester Hours</i>
General Education Core	52-55
<i>Note: The Core should include REL 101, REL 102, PSY 111, PSY 211, SOC 211.</i>	
Church Vocations Requirements	12
Additional General Courses	6
REL 201 World Religions	3
REL 241 Introduction to Philosophy	3
Required Upper-level Courses	12
ENG Elective (Upper Level Literature).....	3
PSY 321 Introduction to Counseling	3
SOC 311 Marriage and Family	3
SOW 351 Gerontology.....	3
Upper-level Psychology and/or Social Work Electives	12
Upper-level Religion Elective	21
General Electives	3-6
Total Number of Hours Required	121



MMC students have opportunities to gain valuable worship leadership experience.

Recommended Curriculum for Pre-Seminary Emphasis

It is the student's responsibility to contact the Program Coordinator for current requirements and transfer information.

Freshman Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
ENG 101/111	3	ENG 102/112	3
REL 102	3	REL 101	3
MAT 131 or higher	3	MIS Core or Elective	3
HIS 111/201	3	HIS 112/202	3
FYE 101	1	Fine Arts Core	3
PSY 111	3	PED Activity	1
<hr/>		<hr/>	
<i>Total Hours</i>	<i>16</i>	<i>Total Hours</i>	<i>16</i>

Sophomore Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
Literature Core	3	Humanities Core	3
Natural Science Core	4	Natural Science Core	4
REL 241	3	SOC 211	3
PSY 211	3	REL 201	3
Speech Core	3	Elective	3
<hr/>		<hr/>	
<i>Total Hours</i>	<i>16</i>	<i>Total Hours</i>	<i>16</i>

Junior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
PSY 321	3	SOC 311	3
Upper Religion Elective	3	SOW 351	3
Upper Religion Elective	3	Upper Literature Elective	3
Upper Religion Elective	3	Upper Religion Elective	3
Upper PSY/SOW Elective	3	Upper PSY/SOW Elective	3
<hr/>		<hr/>	
<i>Total Hours</i>	<i>15</i>	<i>Total Hours</i>	<i>15</i>

Senior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
REL 401	3	REL 421	3
REL 411 or 431	3	REL 422	3
Upper Religion Elective	3	Upper Religion Elective	3
Upper Religion Elective	3	Upper PSY/SOW Elective	3
Upper PSY/SOW Elective	3	<hr/>	
<i>Total Hours</i>	<i>15</i>	<i>Total Hours</i>	<i>12</i>

Total Number of Hours Required..... 121

BACHELOR'S DEGREE IN CHRISTIAN EDUCATION

Expected Outcomes:

1. Students will possess skills needed to move into entry-level positions in the field of Christian Education.
2. Students will develop a basic understanding of the forces that have shaped Christian theology, re-shaping their own theology through the academic process.

Degrees Requirements

Semester Hours

General Education Core	52-55
<i>Note: The Core should include REL 101, REL 102, PSY 111, PSY 211, and SOC 211.</i>	
Church Vocations Requirements	12
Required Upper Level Courses.....	21
REL 351 Principles of Christian Education	3
REL 361 Christian Education for Children.....	3
REL 362 Christian Education for Youth	3
REL 363 Christian Education and the Adult Life Cycle.....	3
REL 366 Christian Education: Leadership	3
REL 378 Christian Education: Teaching the Bible	3
PSY 305 Educational Psychology.....	3
Upper-level Religion Electives	18
Other Electives	15-18
Total Number of Hours Required.....	121



The religious life activities on campus offer opportunities for Christian Ed. majors.

Recommended Curriculum for Christian Education

It is the student's responsibility to contact the Program Coordinator for current requirements and transfer information.

Freshman Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
ENG 101/111	3	ENG 102/112	3
MAT 131 or higher	3	Fine Arts Core	3
REL 102	3	REL 101	3
HIS 111/201	3	HIS 112/202	3
PSY 111	3	SOC 211	3
FYE 101	1	PED Activity	1
<hr/>		<hr/>	
<i>Total Hours</i>	<i>16</i>	<i>Total Hours</i>	<i>16</i>

Sophomore Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
Literature Core	3	Humanities Core	3
Natural Science Core	4	Natural Science Core	4
PSY 211	3	PSY 305	3
MIS Core or Elective	3	General Elective	3
Speech Core	3	Upper Religion Elective	3
<hr/>		<hr/>	
<i>Total Hours</i>	<i>16</i>	<i>Total Hours</i>	<i>16</i>

Junior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
REL 351	3	REL 361	3
Upper Religion Elective	3	REL 378	3
Upper Religion Elective	3	Upper Religion Elective	3
Upper Religion Elective	3	Upper Religion Elective	3
General Elective	3	General Elective	3
<hr/>		<hr/>	
<i>Total Hours</i>	<i>15</i>	<i>Total Hours</i>	<i>15</i>

Senior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
REL 401	3	REL 363	3
REL 432/411	3	REL 366	3
REL 362	3	REL 421	3
General Elective	3	REL 422	3
General Elective	3	<hr/>	
<hr/>		<i>Total Hours</i>	<i>12</i>
<i>Total Hours</i>	<i>15</i>		

Total Number of Hours Required..... 121

Note: See catalog reference or Program Coordinator for degree requirements for B.A. degree.

BACHELOR'S DEGREE IN RELIGION AND PHILOSOPHY

Expected Outcomes:

1. Students will be prepared to enter a graduate program in religion and/or philosophy.
2. Students will develop critical thinking skills.

Degree Requirements.....Semester Hours

General Education Core.....49-52

Note: The Core should include REL 241 and either REL 101 or REL 102, PSY 111, SOC 211.

Additional Required General Courses.....9

REL 201 World Religions.....3

REL 101/REL 102 Old or New Testament (not taken in the Core).....3

REL 251 Philosophy of Religion.....3

Required Upper-Level Religion/Philosophy Courses.....27

REL 325 Introduction to Ethics.....3

REL 370 Christianity and Unbelief.....3

REL 371 Concepts of Being Human.....3

REL 372 Social Ethics.....3

REL 399 Bioethics.....3

REL 401 History of Christian Thought.....3

REL 412 Twentieth Century Continental Philosophers.....3

REL 415 Introduction to Contemporary Theology.....3

REL 455 Senior Seminar.....3

Religion/Philosophy Upper-Level Electives.....12

(students may find the following courses helpful, but are not limited to these)

REL 301 The Life and Teachings of Jesus.....3

REL 311 The Johannine Literature.....3

REL 321 The Life and Letters of Paul.....3

REL 351 Principles of Christian Education.....3

REL 375 Faith in Popular Culture.....3

REL 380 The Battle for God: Fundamentalism in Religious Life.....3

REL 440 Religion in America.....3

REL 450 The Holocaust in Historical and Theological Perspective.....3

REL 499 Readings in a Specialized Philosophical Topic.....3

General Electives (At least 6 elective hours must be upper level).....21-24

Total Number of Hours Required.....121

Recommended Curriculum for Religion and Philosophy

It is the student's responsibility to contact the Program Coordinator for current requirements and transfer information.

Freshman Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
ENG 101/111	3	ENG 102/112	3
MAT 131 or higher	3	Speech Core	3
REL 102	3	REL 101	3
HIS 111/201	3	HIS 112/202	3
REL 241	3	Fine Arts Core	3
FYE 101	1	PED Activity	1
<hr/>		<hr/>	
<i>Total Hours</i>	<i>16</i>	<i>Total Hours</i>	<i>16</i>

Sophomore Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
Literature Core	3	Humanities Core	3
Natural Science Core	4	Natural Science Core	4
REL 251	3	REL 201	3
PSY 111	3	MIS Core or Elective	3
SOC 211	3	General Elective	3
<hr/>		<hr/>	
<i>Total Hours</i>	<i>16</i>	<i>Total Hours</i>	<i>16</i>

Junior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
REL 401	3	REL 372	3
REL 371	3	REL 399	3
REL 412	3	Upper Religion Elective	3
Upper General Elective	3	Upper Religion Elective	3
General Elective	3	General Elective	3
<hr/>		<hr/>	
<i>Total Hours</i>	<i>15</i>	<i>Total Hours</i>	<i>15</i>

Senior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
REL 370	3	REL 415	3
Upper Religion Elective	3	REL 455	3
Upper Religion Elective	3	REL 325	3
Upper General Elective	3	General Elective	3
General Elective	3	<hr/>	
<i>Total Hours</i>	<i>15</i>	<i>Total Hours</i>	<i>12</i>

Total Number of Hours Required..... 121

Note: See catalog reference or Program Coordinator for degree requirements for B.A. degree.

BACHELOR'S DEGREE IN THE CHURCH'S EDUCATION MINISTRY (Anticipate Starting Fall 2012)

Expected Outcomes:

1. Students will be equipped with the skills needed to find employment in the local church in the areas of youth ministry, children's ministry, or Christian Education.
2. Students will be prepared to enter seminary or a graduate program in religion.

Degree Requirements.....Semester Hours

General Education Core.....49-52

Note: The Core should include REL 101, REL 102, and PSY 111

Additional Required General Courses.....9

REL 241 Introduction to Philosophy..... 3

Required Upper-Level Courses27

PSY 305 Educational Psychology.....3

REL 325 Introduction to Ethics.....3

REL375 Faith and Pop Culture.....3

REL 401 History of Christian Thought.....3

REL 415 Contemporary Christian Theology.....3

Choose one of the following.....3

REL 370 Christianity and Unbelief.....3

REL 371 Concepts of Being Human.....3

REL 380 The Battle for God: Fundamentalism.....3

Choose two of the following.....6

REL 301 Life and Teachings of Jesus.....3

REL 311 The Johannine Literature.....3

REL 321 The Life and Letters of Paul.....3

REL3 31 Wisdom Literature.....3

REL 351 Principles of Educational Ministry.....3

REL 366 Leadership in Educational and Formational Ministries.....3

REL 368 Administration of Educational Ministry.....3

REL 378 Teaching the Bible.....3

REL 382 Curriculum and Instruction in Educational Ministry.....3

REL 425 Senior Seminar in Educational Ministry.....3

Youth Ministry Emphasis OR Children's Ministry Emphasis12

Youth Ministry Emphasis

REL 362 Models of Youth Ministry..... 3

REL 385 Adolescent Faith Development..... 3

REL 421 & 422 Practicum (in youth ministry).....6

Children's Ministry Emphasis

REL 361 Christian Education for Children.....3

REL 364 Models of Children's Ministry.....3

REL 421 & 422 Practicum (in children's ministry).....6

Upper Level Electives	12
<i>Choose from the following-</i>	
PSY 306 Disorders of Childhood and Youth	3
PSY 321 Introduction to Counseling & Psychotherapy	3
SOC 311 Marriage and Family	3
REL 301/311/321/331 (if not taken as required upper level hours)	3
REL 412 Twentieth Century Continental Philosophy	3
REL 431 United Methodist History, Polity, Beliefs	3
REL 440 Religion in America	3
REL 450 The Holocaust in Historical/Theological Perspective	3
REL 499 Special Topics in Youth Ministry/Children's Ministry	3
Other Electives	0-3
Total Number of Hours Required	121-124

MINOR IN RELIGION

Required Religion Courses	9
<i>Note: The General Core should include REL 102 and REL 241</i>	
REL 101 Old Testament	3
REL 201 World Religions	3
REL 325 Introduction to Ethics	3
Upper Level Religion Electives	9
<i>Note: any upper-level religion courses may be taken with the exception of Christian Education classes — REL 351, REL 354, REL 361, REL 362, REL 363, REL 366, REL 378.</i>	
Total Hours Required for Minor	18

BACHELOR OF ARTS DEGREE IN ENGLISH

Expected Outcomes:

1. Successful graduates will be able to read, analyze, and evaluate literary works, becoming familiar with works across a wide continuum of genres and periods of literary history.
2. Successful graduates will be able to research, analyze, and articulate in writing and orally a critical response to a body of literature.
3. Successful graduates will be able to write effectively using the conventions of standard American English.
4. Successful graduates will be able to speak effectively, and articulate and defend a position.

Degree Requirements

Semester Hours

General Education Core.....52-55

Note: The Core should include a two-year sequence of a foreign language

Required Writing & Language/Thematic Studies 15

Writing & Language..... 6-9

Choose from the following:

ENG 311 Technical Writing.....	3
ENG 313 Advanced Composition.....	3
ENG 315 Advanced Grammar.....	3
ENG 330 Second Language Acquisition.....	3
ENG 331 ESL Methodology.....	3
ENG 332 ESL Assessment.....	3
ENG 333 TESOL Practicum.....	3
ENG 411 Linguistics.....	3
ENG 412 Creative Writing: Prose.....	3
ENG 413 Creative Writing: Poetry.....	3

Thematic Studies 6-9

Choose from the following:

ENG 306 Ghost Story.....	3
ENG 310 Children's Literature.....	3
ENG 321 Women's Literature.....	3
ENG 410 Adolescent Literature.....	3
ENG 421 Nature Literature.....	3
ENG 422 Southern Literature.....	3
ENG 423 Film Theory.....	3
ENG 424 Special Topics.....	3

Required Periods and Major Authors.....15

Choose from the following:

ENG 301 Nineteenth Century Novel.....	3
ENG 302 Romantic and Victorian Poetry.....	3
ENG 303 Twentieth Century Novel.....	3
ENG 304 Twentieth Century Poetry.....	3
ENG 305 Modern Drama.....	3
ENG 401 Old and Middle English Literature.....	3
ENG 402 Shakespeare.....	3
ENG 403 Myth and Ancient Literature.....	3
ENG 404 Restoration and Eighteenth-Century Literature.....	3
ENG 405 Major Authors.....	3

Research Strategies and Senior Thesis.....6

Upper Level Electives..... 9

Minor and/or Approved Electives21-24

Total Number of Hours Required..... 121

MINOR IN ENGLISH

Required Periods and Major Authors.....	6
<i>Choose from the following:</i>	
ENG 301 Nineteenth Century Novel.....	3
ENG 302 Romantic and Victorian Poetry	3
ENG 303 Twentieth Century Novel.	3
ENG 304 Twentieth Century Poetry.....	3
ENG 305 Modern Drama	3
ENG 401 Old and Middle English Literature.	3
ENG 402 Shakespeare.....	3
ENG 403 Myth and Ancient Literature	3
ENG 404 Restoration and Eighteenth-Century Literature	3
ENG 405 Major Authors	3
Upper Level English Electives	3
English Electives.....	9
 <i>Total.....</i>	 <i>18</i>

Note: The English electives can be upper or lower level, but are exclusive of ENG 101, ENG 102, ENG 111 or ENG 112.

TESOL CERTIFICATE	
<i>(beginning 2011)</i>	
ENG 315 Advanced Grammar.....	3 hours
ENG 330 Second Language Acquisition.....	3 hours
ENG 331 ESL Methodology.....	3 hours
ENG 332 ESL Assessment.....	3 hours
ENG 333 TESOL Practicum.....	3 hours
ENG 411 Linguistics.....	3 hours

Recommended Curriculum for English Degree

It is the student's responsibility to contact the Program Coordinator for current requirements and transfer information.

Freshman Year

<i>Fall Semester</i>	
ENG 101/111	3
Natural Science Core	4
Foreign Language	3
HIS 111/201	3
FYE 101	1
PED Activity	1
<i>Total Hours</i>	<i>15</i>

<i>Spring Semester</i>	
ENG 102/112	3
Natural Science Core	4
Foreign Language	3
HIS 112/202	3
MAT 131 or higher	3
<i>Total Hours</i>	<i>16</i>

Sophomore Year

<i>Fall Semester</i>	
Literature Core	3
Fine Arts Core	3
Religion Core	3
Foreign Language/Elective	3
Social Sciences Core	3
<i>Total Hours</i>	<i>15</i>

<i>Spring Semester</i>	
Humanities Core	3
Speech Core	3
Religion Core	3
Foreign Language/Elective	3
MIS Core or Elective	3
<i>Total Hours</i>	<i>15</i>

Junior Year

<i>Fall Semester</i>	
Research Strategies	3
Upper Level English	3
Upper Level English	3
Upper Level Elective/Minor	3
General Elective/Minor	3
<i>Total Hours</i>	<i>15</i>

<i>Spring Semester</i>	
Upper Level English	3
Upper Level English	3
Upper Level English	3
Upper Level Elective/Minor	3
General Elective/Minor	3
<i>Total Hours</i>	<i>15</i>

Senior Year

<i>Fall Semester</i>	
Upper Level English	3
Upper Level English	3
Upper Level English	3
General Elective/Minor	3
General Elective/Minor	3
<i>Total Hours</i>	<i>15</i>

<i>Spring Semester</i>	
Senior Thesis	3
Upper Level English	3
Upper Level English	3
Upper Level Elective	3
General Elective/Minor	3
<i>Total Hours</i>	<i>15</i>

Total Number of Hours Required..... 121

BACHELOR OF ARTS DEGREE IN LIBERAL ARTS

Expected Outcomes:

1. Successful graduates will exhibit the ability to think critically, to organize ideas, and to communicate in an increasingly technological world.
2. Successful graduates will exhibit the ability to analyze and evaluate the ideas, events and behaviors that shape societies, past and present.
3. Successful graduates will exhibit an awareness and appreciation of human creativity and the diversity of human cultures.
4. Successful graduates will exhibit an appreciation of the value of education and a desire for continued learning.

Degree Requirements.....Semester Hours

General Education Core..... 52-55

Core requirements should include: Foreign Language (intermediate level), BIO 111 and 112, or CHE 111 and CHE 112, PSY 111

Liberal Arts Major..... 45

Historical and Cultural Traditions..... 6-12

Choose from the following:

ENG 411 Linguistics.....	3
HIS ____ (Any topical or chronological 300 or 400 level course).....	3
PSY 411 History and Systems.....	3
REL 301 Life and Teachings of Jesus.....	3
REL 321 Life and Letters of Paul.....	3
REL 401 History of Christian Thought.....	3
REL 412 Twentieth Century Continental Philosophy.....	3
REL 415 Introduction to Contemporary Christian Theology.....	3
REL 440 Religion in America	3
REL 450 The Holocaust in Historical/Theological Perspective.....	3

Social and Legal Traditions 6-12

Choose from the following:

PSY 320 Theories of Personality.....	3
PSY 341 Psychology of Criminal Behavior.....	3
PSY 351 Abnormal Psychology.....	3
PSY 360 Industrial and Organizational Psychology.....	3
PSY 365 Social Psychology.....	3
PSY 370 Learning and Cognition.....	3
SOC 311 Marriage and Family.....	3
SOC 351 Introduction to Gerontology.....	3
CJ 405 Criminal Law.....	3
CJ 410 Constitutional Law.....	3
CJ 415 Criminal Procedure.....	3

Arts and Literature..... 6-12

Choose from the following:

ART 351 Principles of Art Therapy.....	3
ENG ____ Any upper level Literature.....	3-9
MUS 302 Hymnology.....	3
MUS 311 Music and Film.....	3
MUS 404 Survey of Music History.....	3
MUS 405 Choral Literature.....	3

Continued on next page

Critical Reasoning and Ethical Inquiry.....6-12

Choose from the following:

BIO 341 Ecology.....	4
BIO/REL 399 Bioethics.....	3
ENG 313 Advanced Composition.....	3
ENG 424 Nature Literature.....	3
HIS 340 American Environmental History.....	3
REL 325 Introduction to Ethics.....	3
REL 370 Christianity and Unbelief.....	3
REL 371 Concepts of Being Human.....	3
REL 372 Social Ethics.....	3
REL 375 Faith and Pop Culture.....	3
REL 380 The Battle for God: Fundamentalism in Religious Life.....	3

Scientific Reasoning and Inquiry..... 6-12

Choose from the following:

BIO 301 Genetics.....	4
BIO 331 Cell Biology.....	4
BIO 341 Ecology.....	4
BIO 321 Parasitology.....	3
BIO 322 Parasitology Lab.....	1
BIO 351 Morphology of Non-Vascular Plants.....	4
BIO 352 Morphology of Vascular Plants.....	4
BIO 361 Microbiology.....	4
BIO 426 Embryology.....	4
BIO 461 Comparative Anatomy.....	4
CHE 301 & 302 Organic Chemistry.....	8
CHE 311 Analytical Chemistry.....	4
CHE 322 Environmental Chemistry.....	4
CHE 411 Biochemistry.....	3

Research Project.....3

Minor and/or Approved Electives.....18-21

Total Number of Hours Required..... 121

Recommended Curriculum Liberal Arts Degree

It is the student's responsibility to contact the Program Coordinator for current requirements and transfer information.

Freshman Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
ENG 101/111	3	ENG 102/112	3
Natural Science Core	4	Natural Science Core	4
Foreign Language	3	Foreign Language	3
HIS 111/201	3	HIS 112/202	3
FYE 101	1	MAT 131 or Higher	3
PED Activity	1		
<hr/>		<hr/>	
<i>Total Hours</i>	<i>15</i>	<i>Total Hours</i>	<i>16</i>

Sophomore Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
Literature Core	3	Humanities Core	3
Fine Arts Core	3	Speech Core	3
Religion Core	3	Religion Core	3
Foreign Language/Elective	3	Foreign Language /Elective	3
PSY 111	3	MIS Core or Elective	3
<hr/>		<hr/>	
<i>Total Hours</i>	<i>15</i>	<i>Total Hours</i>	<i>15</i>

Junior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
Liberal Arts Major	3	Liberal Arts Major	3
Liberal Arts Major	3	Liberal Arts Major	3
Liberal Arts Major	3	Liberal Arts Major	3
Liberal Arts Major	3	Liberal Arts Major	3
General Elective/Minor	3	General Elective/Minor	3
<hr/>		<hr/>	
<i>Total Hours</i>	<i>15</i>	<i>Total Hours</i>	<i>15</i>

Senior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
Liberal Arts Major	3	Research Project	3
Liberal Arts Major	3	Liberal Arts Major	3
Liberal Arts Major	3	Liberal Arts Major	3
Liberal Arts Major	3	Liberal Arts Major	3
General Elective/Minor	3	General Elective/Minor	3
<hr/>		<hr/>	
<i>Total Hours</i>	<i>15</i>	<i>Total Hours</i>	<i>15</i>

Total Number of Hours Required.....121

BACHELOR OF ARTS IN MUSIC

Expected Outcomes:

1. Students will demonstrate a basic understanding of the history, evolution, and theoretical concepts of Western tonal music.
2. Students will demonstrate performance proficiency in two instruments.
3. Students will be prepared to enter a graduate program in music.

Degree Requirements.....Semester Hours

General Education Core.....52-55

Note: The Core should include MUS 231

Additional General Courses.....42

MUS 101 Music Theory I.....	3
MUS 102 Music Theory II.....	3
MUS 201 Advanced Music Theory I.....	3
MUS 202 Advanced Music Theory II.....	3
Applied Music (Major).....	16
Applied Music (Minor).....	6
Ensemble.....	8

Note: Ensemble requirement may be fulfilled through Concert Choir, Chamber Choir, Richland Creek, or Praise and Worship Band

Required Upper-Level Courses.....14

MUS 301 Finale.....	3
MUS 304 Conducting.....	3
MUS 401 Advanced Music History I (Early Music-1750).....	3
MUS 402 Advanced Music History II (1750- Present).....	3
MUS 491 Senior Recital.....	2

Upper-Level Music Electives.....9

Choose from the following:

MUS 302 Hymnology.....	3
MUS 311 Music and Film.....	3
MUS 405 Choral Literature.....	3
MUS 499 Selected Topics and Readings in Music.....	3

Other Upper-Level Electives.....12

Total Number of Hours Required.....129-132

Recommended Curriculum for Music Major

It is the student's responsibility to contact the Program Coordinator for current requirements and transfer information.

Freshman Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
ENG 101/111	3	ENG 102/112	3
MUS 101	3	MUS 102	3
MUS 231	3	MIS Core or Elective	3
Foreign Language (Intermediate I)	3	Foreign Language (Intermediate II)	3
FYE 101	1	PED Activity	1
Applied Music (Major)	2	Applied Music (Major)	2
Applied Music (Minor)	1	Applied Music (Minor)	1
Ensemble	1	Ensemble	1
<hr/>		<hr/>	
<i>Total Hours</i>	<i>17</i>	<i>Total Hours</i>	<i>17</i>

Sophomore Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
Literature Core	3	Humanities Core	3
Natural Science Core	4	Natural Science Core	4
Speech Core	3	Social Science Core	3
MUS 201	3	MUS 202	3
Applied Music (Major)	2	Applied Music (Major)	2
Applied Music (Minor)	1	Applied Music (Minor)	1
Ensemble	1	Ensemble	1
<hr/>		<hr/>	
<i>Total Hours</i>	<i>17</i>	<i>Total Hours</i>	<i>17</i>

Junior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
MUS 304	3	MUS 301	3
HIS 111/201	3	HIS112/202	3
Upper Division Music Elective	3	Math Core	3
Upper Division Elective	3	Upper Division Elective	3
Applied Music (Major)	2	Applied Music (Major)	2
Applied Music (Minor)	1	Applied Music (Minor)	1
Ensemble	1	Ensemble	1
<hr/>		<hr/>	
<i>Total Hours</i>	<i>16</i>	<i>Total Hours</i>	<i>16</i>

Senior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
MUS 401	3	MUS 402	3
REL Core	3	REL Core	3
Upper Division Music Elective	3	Upper Division Music Elective	3
Upper Division Elective	3	Upper Division Elective	3
Applied Music (Major)	2	Applied Music (Major)	2
Ensemble	1	MUS 491	2
<hr/>		<hr/>	
<i>Total Hours</i>	<i>15</i>	<i>Total Hours</i>	<i>17</i>

Total Number of Hours Required.....132

MINOR IN MUSIC

Lower-level Music Courses	15
MUS 101 Music Theory I.....	3
MUS 102 Music Theory II	3
MUS 231 Music in Western Civilization	3
<i>(may be applied to the core requirements)</i>	
Applied Music	3
<i>(all 3 hours must be in one instrument or voice)</i>	
Ensemble	3
<i>(may be fulfilled through Concert Choir; Chamber Choir; Praise and Worship Band or Richland Creek)</i>	
Upper Level Music Electives.....	6
<i>choose any two from the following:</i>	
MUS 301 Finale	3
MUS 302 Hymnology	3
MUS 304 Conducting.....	3
MUS 311 Music and Film	3
MUS 401 Adv. Music History I (Early Music-1750).....	3
MUS 402 Adv. Music History II (1750-Present).....	3
MUS 405 Choral Literature.....	3
MUS 406 History of Musical Theater	3
MUS 499 Selected Topics and Readings in Music.....	3
Total	21



Division of Mathematics and Sciences

Division Chair – Johnny M. Jackson

Office: D. W. Johnston Center, Room 222

Telephone: (931) 363-9852 or e-mail: jjackson@martinmethodist.edu

Full-Time Faculty *Professors:* Jackson, Murrell*
Associate Professors: Foster, Cole
Assistant Professors: McCann, Paysinger, Price

Adjunct Faculty Bass, Johnson, McGee, Morris, Peacock, Parks, Williams

The mission of the Division of Mathematics and Sciences is to offer courses and programs that assist students in developing inquisitive and analytical minds required to appreciate the mechanics of the world and its environments. The division encourages scholarship, skeptical inquiry and the free exchange of ideas within the classroom and laboratory. The faculty of math and natural sciences is committed to excellence in teaching and learning, and to working closely with other divisions in fulfilling the mission of Martin Methodist College in providing undergraduate educational programs grounded in the liberal arts and sciences that are designed to prepare students for future careers and lives of continued learning.

The Division of Mathematics and Sciences includes the academic disciplines of biology, chemistry, mathematics, physics, and physical science. The Division offers the Bachelor's degree with majors in biology and mathematics. The biology major prepares students to enter graduate or professional study, teaching, and entry-level positions in other areas such as economic, industrial, and applied biology. Students may also choose to minor in biology. The mathematics major prepares students to enter graduate school, industry, mathematical modeling, or quantification work. Students may also minor in mathematics.

Preparing for a Career in the Health Sciences

Students interested in careers in the health professions (dentistry, medicine, pharmacy, veterinary science, physical therapy, etc.) should select a major as early as possible and work towards the bachelor's degree. Some professional schools accept students with fewer than four years of college work, but most prefer students who possess the bachelor's degree. A student should be familiar with the specific requirements of the professional school to which he/she plans to apply. Completion of these programs at Martin Methodist College, however, does not assure admission to a particular professional program. Selection for admission to these programs is very competitive and is determined by the respective institution and programs according to their own criteria.

Requirements vary with the school and program, but the general requirements of most professional schools include the following courses in addition to a strong liberal arts and sciences core: General Chemistry with laboratory (8 hours), Biology with laboratory (8 hours), Organic Chemistry with laboratory (8 hours), and Physics with laboratory (8 hours). Other suggested courses include: Human Anatomy and Physiology (8 hours), Biochemistry (3 hours), Algebra/Trig or Calculus (3-6 hours), Microbiology (4 hours), Statistics (3 hours), and Cell Biology (4 hours).

Students interested in a major within the Division of Mathematics and Sciences should consult the appropriate Program Coordinator as listed below:

Biology — Lewis Foster

Pre-Health Professions — Lewis Foster

Mathematics - Jac Cole

**Denotes full-time employees whose appointment includes part-time teaching in addition to other non-teaching responsibilities.*

BACHELOR'S DEGREE IN BIOLOGY

Expected Outcomes:

1. Understand the application of scientific method and the differences between a hypothesis and a theory.
2. Demonstrate the use of quantitative methods to evaluate data.
3. Know the structures of biological molecules and the fundamentals of metabolism.
4. Know the structure and function of cells, tissues and organs.
5. Understand the principles of Mendelian inheritance and molecular genetics.
6. Understand the processes of DNA replication, gene expression and mutation.
7. Know general principles of ecology and the structures of ecosystems.
8. Understand the fundamentals of the evolutionary process.
9. Understand the importance of systematics in explaining biological diversity and the phylogeny of organisms.
10. Learn a variety of laboratory skills such as the preparation of chemical solutions, dissection, electrophoresis, DNA isolation and amplification, techniques in chromatography, tissue preparation, and histochemistry.

Degree Requirements Semester Hours

General Education Core 51-56

Note: The Core should include REL 241, MAT 141, CHE 111 AND CHE 112.

Required Chemistry Courses8

CHE 301 Organic Chemistry I4

CHE 302 Organic Chemistry II4

Required Biology Courses20

BIO 111 General Biology I4

BIO 112 General Biology II4

BIO 301 Genetics4

BIO 331 Cell Biology4

BIO 341 Ecology4

Biology Electives12

*Choose from the following: ***

BIO 201 Human Anatomy and Physiology I4

BIO 202 Human Anatomy and Physiology II4

BIO 310 Biology Seminar2

BIO 321 Parasitology3

BIO 322 Parasitology Lab1

BIO 351 Morphology of Non-Vascular Plants4

BIO 353 Anatomy and Morphology of Vascular Plants4

BIO 361 Microbiology4

BIO 399 Bioethics3

BIO 421 Systematic Botany4

BIO 426 Embryology4

CHE 411 Biochemistry3

BIO 444 Independent Research1-6

BIO 461 Comparative Anatomy4

PSY 424 Physiological Psychology3

Elective Courses for the Bachelor of Arts Degree 28-31*

Elective Courses for the Bachelor of Science Degree 28-33*

Total Number of Hours Required 122-124

**Elective courses must include one 4 credit hour Botany course.*

Recommended Curriculum for Biology Degree

It is the student's responsibility to contact the Program Coordinator for current requirements and transfer information, and advising assistance.

Freshman Year

<i>Fall Semester</i>	
ENG 101/111	3
HIS 111 or HIS 201	3
B.S. Core Elect or FLG	3-4
BIO 111 or BIO 112	4
PED Activity	1
FYE 101	1
<hr/>	
<i>Total Hours</i>	<i>15-16</i>

<i>Spring Semester</i>	
ENG 102/112	3
HIS 112 or HIS 202	3
B.S. Core Elect or FLG	3-4
BIO 111 or BIO 112	4
Fine Arts Core	3
<hr/>	
<i>Total Hours</i>	<i>16-17</i>

Sophomore Year

<i>Fall Semester</i>	
Literature Core	3
CHE 111	4
REL 101 or REL 102	3
MAT 141	5
<hr/>	
<i>Total Hours</i>	<i>15</i>

<i>Spring Semester</i>	
Humanities Core	3
CHE 112	4
MIS Core or Elective*	3-4
Speech Core	3
REL 241	3
<hr/>	
<i>Total Hours</i>	<i>16-17</i>

Junior Year

<i>Fall Semester</i>	
BIO 341	4
BIO 301 or BIO Elective	3-4
CHE 301	4
Elective for 15 hr. minimum	3
<hr/>	
<i>Total Hours</i>	<i>15</i>

<i>Spring Semester</i>	
BIO 331	4
BIO Elective	3-4
CHE 302	4
Elective for 15 hr. minimum	3
<hr/>	
<i>Total Hours</i>	<i>14- 15</i>

Senior Year

<i>Fall Semester</i>	
BIO 301 or BIO Elective	3-4
Elective	3-4
Elective	3-4
Elective for 15 hr. minimum	3
<hr/>	
<i>Total Hours</i>	<i>12-15</i>

<i>Spring Semester</i>	
BIO Elective	3-4
Elective	3-4
Elective	3-4
Elective for 15 hr. minimum	4
<hr/>	
<i>Total Hours</i>	<i>13-16</i>

Total Number of Hours Required..... 122-125

* If you can justify taking the Comprehensive Computer Literacy Exam and you can pass this exam, take a 3 or 4 credit hour elective.

MINOR IN BIOLOGY

Biology Requirements	8
BIO 111 General Biology I / Zoology.....	4
BIO 112 General Biology II / Botany	4
Biology Electives	12
<i>Note: The Electives should include BIO 301, BIO 331 or BIO 341</i>	
Total Hours Required for Minor	20

Secondary Teacher Certification: See Division of Education Requirements.



Biology challenges students to apply their classroom knowledge in an academic lab setting.

BACHELOR'S DEGREE IN MATHEMATICS

Expected Outcomes:

1. Students will demonstrate a breadth of knowledge in mathematics, including computational ideas from calculus, algebra, discrete mathematics, and number theory, a basic understanding of applied mathematics and mathematical modeling and an understanding of advanced mathematical concepts.
2. Students will have a working knowledge of logic demonstrated by the ability to construct proofs of mathematical statements and the ability to critically read mathematical proofs to detect logical flaws or unsupported statements.
3. Students will be able to use appropriate technology for solving and presenting mathematical problems, including computer algebra systems and typesetting software, as well as an understanding of the fundamentals of programming.
4. Students will be able to communicate advanced mathematical ideas both written and orally.
5. Students will have the mathematical skills and knowledge to succeed in their post-graduate plans, whether in graduate schools, employed in education, or in industry. Students will also demonstrate the ability to be life-long learners of mathematics by being able to gain new mathematical knowledge and expertise outside of the classroom.

Degree RequirementsSemester Hours

General Education Core 51 -57

Note: The Core should include MAT 142 and MIS 340 or 360.

Required Mathematics Courses.....18

MAT 241 Calculus II.....	4
MAT 242 Calculus III.....	4
MAT 271 Introduction to Mathematical Modeling.....	1
MAT 281 Discrete Mathematics.....	3
MAT 350 Foundations.....	3
MAT 490 Mathematics Tutorial.....	1
MAT 491 Mathematics Thesis.....	2

Mathematics Electives (must include MAT 310 or 320 and a 400-level course)18

(Choose from the following)

MAT 310 Linear Algebra.....	3
MAT 320 Differential Equations.....	3
MAT 330 History of Mathematics.....	3
MAT 370 Geometry.....	3
MAT 380 Combinatorics and Graph Theory.....	3
MAT 390 Topics in Mathematics.....	3
MAT 420 Abstract Algebra.....	3
MAT 440 Real Analysis.....	3

Elective Courses for the Bachelor of Arts Degree.....33**

Elective Courses for the Bachelor of Science Degree.....33**

Total Number of Hours Required..... 120 - 126

MINOR IN MATHEMATICS

Mathematics Requirements	12
MAT 142 Calculus I.....	5
MAT 241 Calculus II.....	4
MAT 281 Discrete Mathematics.....	3
Mathematics Electives	9
<i>Courses chosen from MAT 242 and above</i>	
<i>Total Required Hours for Minor</i>	21



Recommended Curriculum for Mathematics Degree

It is the student's responsibility to contact the Program Coordinator for current requirements and transfer information, and advising assistance.

Freshman Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
ENG 101/111	3	ENG 102/112	3
HIS 111 or HIS 201	3	HIS 112 or HIS 202	3
Fine Arts Elective	3	REL 101 or 102	3
MAT 141*	5	MAT 142	5
<u>FYE 101</u>	<u>1</u>	<u>PED Activity</u>	<u>1</u>
<i>Total Hours</i>	<i>15</i>	<i>Total Hours</i>	<i>15</i>

Sophomore Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
MAT 241	4	MAT 242	4
Science Core	4	Science Core	4
MAT 281	3	MAT 350	3
Literature Core	3	Literature Core	3
<u>Social Science Core</u>	<u>3</u>	<u>MAT 271</u>	<u>1</u>
<i>Total Hours</i>	<i>17</i>	<i>Total Hours</i>	<i>15</i>

Junior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
MAT Elective	3	MAT 310/320	3
MAT 420 or MAT 440	3	Religion/Philosophy Elective	3
Speech Core	3	Upper Level Elective	3
MIS 340/360	3	Elective	3
<u>Elective</u>	<u>3</u>	<u>Elective</u>	<u>3</u>
<i>Total Hours</i>	<i>15</i>	<i>Total Hours</i>	<i>15</i>

Senior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
MAT Elective	3	MAT Elective	3
MAT Elective	3	Upper Level Elective	3
Upper Level Elective	3	Upper Level Elective	3
Upper Level Elective	3	Upper Level Elective	3
Upper Level Elective	3	<u>MAT 491</u>	<u>2</u>
<u>MAT 490</u>	<u>1</u>	<i>Total Hours</i>	<i>14</i>
<i>Total Hours</i>	<i>16</i>		

Total Number of Hours Required.....122

*If you are able to go into MAT 142 without MAT 141, then take another 3-4 hour elective.

Division of Nursing

Division Chair — Kenneth R. Burns, Ph.D., RN

Office: Martin Hall, Room 102

Telephone: (931) 424-7395 e-mail: kburns@martinmethodist.edu

Full-Time Faculty Professors: Burns

Associate Professors: Berent

Assistant Professors: Ferguson, Johnson

Instructors: Cameron, King, Smith

Adjunct Faculty MacArthur, Street, Williamson

The mission of the Martin Methodist College Division of Nursing is to prepare nurses at the baccalaureate level who are critical thinkers and lifelong learners by integrating learning, living, and faith in a collegiate environment of academic rigor, nurturance, and with a theoretical foundation based on the liberal arts and sciences.

The Division of Nursing offers a Bachelor of Science Degree in Nursing. After successful completion of the program, students are eligible to apply to the Tennessee State Board of Nursing to take the NCLEX-RN (registered nurse licensure examination). The nursing program has full approval of the Tennessee State Board of Nursing and is accredited by the Commission of Collegiate Nursing Education (CCNE).

The Division of Nursing prepares the professional nurse for leadership roles in a variety of health care settings. A variety of agencies in South Central Tennessee and northern Alabama are used as clinical learning facilities for students. Students are responsible for providing their own transportation to and from Martin Methodist College as well as assigned clinical agencies. Clinical experiences are selected to augment nursing theory and provide the learner with the opportunity to develop clinical competencies in the delivery of entry level nursing care. Graduates are prepared to: 1) use the nursing process, core nursing knowledge, and core nursing competencies to provide, design, coordinate, and manage culturally competent, sensitive and cost effective nursing care to clients with diverse needs across the life span and in different settings to promote, maintain, or restore health by integrating core nursing competencies; 2) collaborate with patient systems, nurses, inter-professional healthcare providers, religious congregations, and community agencies to engage in illness prevention, health promotion, maintenance and restorative interventions; 3) use entry-level nursing skills and cultivate the attitudes and skills necessary for critical thinking, information management, and assuming accountability for independent decisions; 4) implement professional nursing values and legal and ethical standards with responsibility and accountability to patients, employers, the profession, society, and self; 5) maintain an awareness of historical trends and the legal, social, economic, and political issues related to nursing and health care; and 6) engage in activities to promote respectful citizenship, spiritual values, and the health and well being of culturally diverse patients.

The nursing curriculum builds on a foundation of liberal arts and science courses that provide the basis for critical thinking, decision-making, communication, therapeutic nursing interventions and leadership. The purpose of the proposed basic pre-licensure baccalaureate nursing program is to prepare a graduate to practice nursing as a generalist at the entry level.

Essential Performance Requirements

All students interested in enrolling and remaining in the undergraduate nursing program must possess performance component skills necessary to assess a patient's biopsychosocial systems; analyze collected data in order to identify patient problems; plan and implement independent, collaborative and interdisciplinary interventions; and evaluate the care provided as well as the patient's responses to care. Specific observation,

communication, motor, cognitive, psychosocial, and behavioral requirements provide candidates with the ability to carry out the responsibilities of a student nurse providing direct or indirect patient care. A student must, with or without reasonable accommodation, possess these performance component skills upon admission to the Division of Nursing and maintain these essential components throughout the program.

Manual Dexterity — Use sterile technique; insert catheters (Foley, NG, IV); perform venipuncture; prepare medications and administer (PO, IM, IV); manipulate small objects (lancet, stopcock); open and close medication containers.

Mobility — Remain at patient's side for a prolonged period of time for purposes of monitoring and frequent assessments; perform CPR; assist in lifting and moving patients and patient care materials (bed, chair); move independently to and from patient care areas.

Processing Patient Information — Respond to communication by patients with or without direct view of patient's face; respond to monitor alarms, emergency signals, call bells from patients, and orders in a rapid and effective manner; accurately assess blood pressures, heart, lung, vascular, and abdominal sounds; accurately read a thermometer; rapidly and accurately identify cyanosis, absence of respirations, and movements; accurately process information on medical containers, physicians' orders, and monitor and equipment calibrations, printed documents, flow sheets, graphic sheets, medication administration records, and other medical records.

Math Competency — Tell time; use measuring tools (tape measure, scale); add, subtract, multiply, divide, record numbers; and calculate medication dosages (PO, IM, IV) and intravenous solution rates.

Emotional Stability — Provide emotional support to patients; adapt rapidly to environmental changes and multiple task demands (new admission, patient going to therapy or surgery); maintain adequate concentration and attention in patient care settings; maintain behavioral decorum in stressful situations (avoid inappropriate laughter, jokes, comments).

Cognitive Processing — Transfer knowledge from one situation to another (classroom to patient care); assess patient needs based on understanding and synthesis of patient information (know co-morbidities, complex problems); develop effective care plans based on assessments; prioritize tasks to ensure patient safety and standards of care (administer medications and treatments on time); organize and retain information in basic knowledge and skills areas (frequently administer medications and treatments).

Critical Thinking — Identify cause and effect relationships (religious, ethnic, cultural); sequence information in a manner that is logical and understood by others; make sound clinical judgments and decisions based on standards of nursing care; seek assistance when clinical situation requires a higher level of expertise/experience.

Interpersonal Communication — Respect differences in patients; establish and maintain effective working relations with patients and co-workers; teach and provide information in an accurate and effective manner; report critical patient information to other caregivers; convey information to others through graphic, print, and/or electronic media in an accurate, timely, and comprehensible manner.

Clinical Requirements

Mandatory clinical requirements are established to protect students as well as patients. Immunization requirements follow the CDC and OSHA guidelines as well as those of the clinical agencies serving as clinical rotation sites. Students who do not demonstrate positive titers may be required to repeat the required immunizations. The mandatory clinical requirements are:

- Measles, Mumps & Rubella titers;

- Varicella (Chicken Pox) titers;
- Hepatitis B titer;
- Tetanus/Diphtheria/Pertussis Booster (DTaP);
- a two-step tuberculin skin test;
- Cardiopulmonary Resuscitation (CPR) certification;
- A criminal background check;
- A 10-panel drug screen;
- Professional liability insurance;
- Health Insurance;
- Documentation of Blood borne Pathogens/Standard Precautions/Universal Precautions knowledge.

For specific information on how to meet these requirements, please call the Division of Nursing or refer to the Division of Nursing Fact Sheets. Policy changes by regulatory bodies and clinical agencies can result in additional clinical requirements. Students who have positive criminal background checks may not be able to complete the required clinical components of the nursing courses and therefore would not be able to successfully complete the nursing program.

Program Costs

In addition to the usual costs for tuition and books, nursing students will be responsible for the cost associated with:

- Student nurse uniforms;
- Equipment including a watch with a sweep second hand, stethoscope, and nurse pack;
- A PDA /IPOD/ Mobile Device for use in the clinical setting;
- Personal transportation to and from clinical experiences;
- Professional liability insurance; health insurance, criminal background checks, and drug screens, as well as communicable disease titers and immunizations,
- Fees associated with nursing courses, and
- Nursing pin and lamp purchased at graduation: and
- Fees associated with application for the NCLEX-RN.

ADMISSION TO THE NURSING PROGRAM

A total of 24 students are admitted once a year. By February 1, all students who desire admission to the nursing program must: (a) be admitted to Martin Methodist College and (b) submit a completed nursing application to the Division of Nursing. Applications must be completed accurately and include TEAS V examination scores, ACT scores, and transcripts from all colleges attended.

Admission into the nursing major is highly competitive and is based on a point system:

- A 2.75 minimum cumulative GPA, (based on courses needed for the BSN degree, nursing, prerequisite GPA and combined GPA);
- Grades of “C” or higher in all attempted prerequisite courses at the time of application
- TEAS V test scores;
- Prerequisite courses that must be completed at the time of application include: English 101 and 102, Psychology 111 and 211, Chemistry 110, Sociology 211 and 212 or 311, Biology 201 or 202, and Biology 361;
- Probability of completing all required general education and prerequisite courses prior to fall semester; and
- Availability of space.

Other admission factors include:

- Number of course withdrawals and repetitions
- Grade improvements over time; and
- Applicants who entered Martin Methodist College as a freshman and completed core and prerequisite courses with a grade point average of 3.75 or higher qualify for priority admission consideration.

Please Note:

- Admission is based on a point system.
- Meeting minimum requirements does not guarantee admission to the nursing major.
- Applicants will be reviewed in February/March for fall admission by the Admissions and Progressions Committee.
- Applicants who successfully completed the prerequisite course work in anatomy and physiology three to five years prior to entering the nursing major will need to audit anatomy and physiology to update their knowledge; applicants who successfully completed anatomy and physiology course requirements five or more years prior to admission must repeat anatomy and physiology for credit.

The Admissions and Progressions Committee members reserve the right to make exceptions to the admission requirements for student applicants who submit written requests that provide substantive evidence of extenuating circumstances.

Admission to the nursing program is provisional until all general education core and prerequisite courses are completed successfully with a grade of “C” or higher and the minimum grade point average of 2.75 is maintained. Students who do not achieve a minimum grade of “C” in prerequisite courses or earn a cumulative, or prerequisite, or combined grade point average of less than 2.75 or have not completed all prerequisite or general education courses prior to their fall admission date will be dismissed from the program. Students admitted to the Division of Nursing must attend a mandatory orientation or lose their admission status.

Applicants Seeking to Transfer from Another Nursing Program

In addition to the basic admission criteria, applicants who are transfer students from another nursing program must have successfully completed all nursing courses on the first attempt with a grade of “C” or higher, be in good academic standing, and provide two letters of reference. The two letters of reference shall include:

- 1) One letter from a nursing facility member who taught the applicant in his or her most recently completed semester, and
- 2) One letter from the director/dean who can address the applicant’s academic standing in the program.
- 3) Must furnish the Division of Nursing with course syllabi from their previous nursing program to determine if course work is compatible with the courses offered by the Division of Nursing.

International Students Seeking Admission to the Nursing Program

In addition to the basic admission criteria, international students must achieve a score of 197 on the computer based Test of English as Foreign Language (TOEFL) or 550 on the paper/pencil TOEFL Exam. Additionally, a score of 200 or above must be achieved on the Test for Spoken English.

Application for Re-admission to the Nursing Program

- Request for re-admission must be submitted by February 1 for the subsequent fall semester.
- Students seeking re-admission must re-apply for the next academic year.
- A nursing course in which a grade of “D” or “F” was received may be repeated only one time.
- Students must meet the current minimum grade point average required by the Division of Nursing in order to be considered for re-admission.
- Re-admitted students are expected to meet graduation requirements in effect at the time of re-admission.
- Re-admission cannot be guaranteed to any student.
- The Admissions Committee recognizes its responsibility to re-admit only those students who satisfy the requirements of scholarship, health, and professional suitability for nursing.

Admission Requirements to the RN-BSN Program

- Graduation from an accredited diploma or associate degree nursing program.
- A current unencumbered registered nurse license.
- Employed as an RN in a patient care delivery setting. Applicants who have just completed their associates or diploma program and have just obtained nursing license are exempt from this criteria.
- Admitted to Martin Methodist College prior to applying to the RN-BSN program.
- A grade point average of 2.75 on a 4.0 scale.
- Completion of all attempted prerequisite courses with a grade of “C” or higher.
- Required courses with grades of “D” must be repeated before review for admission.

Applicants for the RN-BSN program must submit transcripts from all colleges/universities attended to the Office of Admissions and a photocopy of their registered nurse license. Admission to the college, does not guarantee admission to the Division of Nursing.

RN-BSN Progression

RN students whose cumulative GPA falls below 2.75 after completing nine semester hours at MMC will be dismissed from the nursing major. Students must repeat any required nursing course in which they receive a grade of “D” or “F” and receive a grade of “C” or better to progress in the nursing curriculum.

After admission to the RN-BSN program, RN students must remain active in their degree-seeking behaviors and document successful completion of course work at the completion of each semester.

Progression Requirements

Nursing majors must maintain a grade point average of 2.75 or higher and earn a grade of “C” or higher in all nursing courses to continue in the program. Students with a grade of “I” must complete all requirements before progressing to the next semester. Students who earn an initial grade of “D/F” in one nursing course may not progress in the nursing curriculum and will be dismissed from the nursing program, but may apply for re-admission in the following academic year using the guidelines for re-admission. Offers of readmission may include mandatory stipulation. Other reasons for dismissal from the nursing program and for which readmission will not be considered include:

- Excessive class/clinical absences;
- Unsatisfactory scholastic performance;
 - Earning a grade point average below 2.75;
 - Receipt of two or more initial “D/F” grades in any combination of nursing courses;
 - Earning a second initial “D/F” grade regardless of having successfully repeated the first course in which an initial “D/F” grade was received;
- Unprofessional conduct such as breaking patient confidentiality and violating professional boundaries;
- Failure to maintain up-to-date clinical requirements and comply with or meet the standards established for criminal background checks and the use/abuse of drug substances and drug screening;
- Critical incidents that endanger patient safety including, but not limited to failure to:
 - Report an error in a clinical setting;
 - Report an incident of exposure to blood or other potentially infectious material;
 - Follow procedures aimed at controlling the spread of bloodborne pathogens;
 - Follow essential clinical policies and procedures.

Students must abide by the policies identified in the Martin Methodist Division of Nursing Undergraduate Nursing Student Handbook.

BACHELOR OF SCIENCE IN NURSING DEGREE

Expected Outcomes:

Nursing program graduates will be prepared as generalist for entry-level practice to meet the following competency outcomes:

1. Use the nursing process, core nursing knowledge and core nursing competencies to provide, design, and manage culturally competent, sensitive and cost effective nursing care to patients with diverse needs across the life span and in different settings to promote, maintain or restore health.
2. Collaborate with patient systems, nurses, inter-professional healthcare providers, religious congregations, and community agencies to engage in illness prevention, health promotion, maintenance and restorative interventions.
3. Use entry-level nursing skills and cultivate the attitudes and skills necessary for critical thinking, information management, and assuming accountability for independent decisions.
4. Implement professional nursing values and legal, ethical, and social standards with responsibility and accountability to clients, employer, profession, society, and self.
5. Maintain an awareness of historical trends and the legal, social, economic, and political issues related to nursing and health care.
6. Engage in activities to promote respectful citizenship, spiritual values, and the health and well being of culturally diverse patients.

Degree Requirements Semester Hours

General Education Core53-56

Note: The Core should include BIO 201,202, CHE 110, MAT 131, MAT 251, PSY 111 and REL 399.

Required Additional Core Courses 10

- BIO 361 Microbiology 4
- PSY 211 Life-Span Growth & Development 3
- SOC 211 Principles of Sociology or SOC 212 Social Problems or
SOC 311 Marriage and Family..... 3

Required Nursing Courses69

- NUR 300 Fundamentals of Nursing 5
- NUR 301 Pharmacology 3
- NUR 302 Health Assessment 3
- NUR 303 Pathophysiology 3
- NUR 305 Professional Role Development 2
- NUR 310 Mental Health Nursing 5
- NUR 311 Maternal Newborn Nursing 5
- NUR 312 Adult Health Nursing I 5
- NUR 320 Adult Health Nursing II 5
- NUR 350 Special Topics..... 3
- NUR 400 Pediatric Nursing 5
- NUR 401 Community Health Nursing 5
- NUR 402 Nursing Research..... 3
- NUR 403 Issues & Trends in Nursing..... 2
- NUR 450 Nursing Leadership Processes 5
- NUR 451 Senior Role Development 3
- NUR 452 Nursing Capstone..... 5
- NUR 423 Gerontological Nursing..... 2

Total Hours Required for Graduation..... 132-135

Recommended Curriculum for Nursing Majors

It is the student's responsibility to contact the pre-licensure nursing Program Coordinator for current requirements, course availability, and transfer information, and advising assistance.

Freshman Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
FYE 101	1	PED (Activity)	1
ENG 101/111	3	ENG 102/112	3
HIS 111 or HIS 201	3	HIS 112 or HIS 202	3
MAT 131 or higher	3	CHE 110	4
PSY 111	3	SOC 211	3
REL 101 or 102	3	MIS Core	3
<hr/>		<hr/>	
<i>Total Hours</i>	<i>16</i>	<i>Total Hours</i>	<i>17</i>

Sophomore Year

<i>Fall Semester</i>		<i>Spring Semester</i>		<i>Summer Term</i>	
BIO 201	4	BIO 202	4	NUR 200*	2
BIO 361	4	REL 399	3	NUR 201*	2
Speech Core	3	PSY 211	3	<hr/>	
Literature Core	3	Humanities Core	3	<i>Total Hours</i>	<i>4</i>
Fine Arts Core	3	PSY 331	3	<hr/>	
<hr/>		<hr/>			
<i>Total Hours</i>	<i>17</i>	<i>Total Hours</i>	<i>16</i>		

Junior Year

<i>Fall Semester</i>		<i>Spring Semester</i>		<i>Summer Term</i>	
NUR 300	5	NUR 310	5	NUR 320	5
NUR 301	3	NUR 311	5	NUR Elective	3
NUR 302	3	NUR 312	5	<hr/>	
NUR 303	3	<hr/>		<i>Total Hours</i>	<i>8</i>
NUR 305	2	<i>Total Hours</i>	<i>15</i>		
<hr/>					
<i>Total Hours</i>	<i>16</i>				

Senior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
NUR 400	5	NUR 450	5
NUR 401	5	NUR 451	3
NUR 402	5	NUR 452	5
NUR 403	5	NUR 453	2
<hr/>		<hr/>	
<i>Total Hours</i>	<i>15</i>	<i>Total Hours</i>	<i>15</i>

Total Number of Hours Required..... 132-135**

* NUR 200 and 201 are elective courses that are highly recommended for pre-nursing students, and are open to any student on campus.

** Hours may be reduced to 132 by fulfilling the MIS By-Pass Examination.

Division of Social Sciences

Division Chair – William E. Rutherford

Office: D. W. Johnston Center, Room 218

Telephone: (931) 363-9861 or e-mail: brutherford@martinmethodist.edu

Full-Time Faculty *Professors:* Lancaster, Rutherford
Associate Professors: Wossum-Fisher, Vickers, White
Assistant Professors: Hileman, Gala

Adjunct Faculty Campbell, Clark, Coleman, Cooper, Damron, Hamilton, Hurt, Rosson, Smith, Todd, Wiggins

The mission of the Division of Social Sciences is to be an essential component to a liberal arts education articulated by Martin Methodist College's mission statement. To achieve this goal we continually strive to educate students in human behavior, in its past and present historical and diverse cultural forms; in individual, group, national and international contexts; and to empower students as critical thinkers so as to better enjoy a democratic participation in a rapidly changing world. Because of our commitment to excellence, members of the departments of History, Psychology and Criminal Justice, which comprise the division, are encouraged and supported in continuous development of their academic and professional efforts to create, share and advance knowledge, not only to our students, but to the community and our colleagues at large, and endorse the principles of the scientific method of inquiry. The Division of Social Sciences focuses upon producing students who function as independent, engaged, life-long learners capable of dealing with the challenges and capitalizing upon the opportunities presented in a modern, complex world and are equipped by us, to be throughout the course of their lives, responsible citizens who contribute to the common good of our society.

The Division of Social Sciences includes the areas of criminal justice, history, psychology, sociology, and social work. The Division offers the Bachelor's degree with majors in Behavioral Sciences, Criminal Justice, and History. Within the Behavioral Science major students may choose an emphasis in Human Services, General Psychology or Addiction Psychology, or an approved minor.

Within the Behavioral Sciences major, the Human Services emphasis is an interdisciplinary major comprised of course work in Psychology, Sociology, and Social Work, and includes internship experiences in a variety of work settings. The major prepares students to pursue graduate study or to work in various service areas such as: governmental social work agencies, residential treatment centers, domestic violence centers, halfway houses, nursing homes, youth clubs, etc. The General and Addiction Psychology emphases within the Behavioral Sciences major are designed to develop a theoretical and applied understanding of individual and social behavior. A Behavioral Sciences minor is also available. Graduates of the program are prepared to enter graduate study in such areas as psychology, counseling, social work, law, divinity school, occupational therapy, and criminal justice. Graduates are also prepared for a variety of careers in the mental health field such as mental health centers, probation/parole counseling, drug treatment centers, crisis counseling, vocational/career counseling, or in a number of business settings such as management, human resources, marketing, advertising, and public relations.

The Criminal Justice major is designed to provide students an opportunity to pursue studies leading to law school, graduate school, or a career in the administration of justice. The program includes a core of criminal justice courses on such topics as law enforcement, the judicial process, criminal investigations, forensic crime scene investigations, juvenile justice, corrections, and criminal law. Credit for selected courses may be obtained through prior learning experience. Contact the Program Coordinator for further details.

The History major is designed for students who wish to pursue graduate work in history, to become secondary school teachers, or to pursue a degree in law.

Students interested in a major within the Division of Social Sciences should consult the appropriate Program Coordinator as listed below:

Behavioral Sciences – John W. Lancaster
Criminal Justice – John White

History or Pre-Law – Ken Vickers

BACHELOR'S DEGREE IN BEHAVIORAL SCIENCES

The Behavioral Science Major offers areas of emphasis in Human Services, General Psychology, and Addiction Psychology. Course-work includes the disciplines of psychology and social work.

In all programs in the Behavioral Sciences, following the American Psychological Association (APA) guidelines for ethical behavior is an essential part of psychological training and education. Students are expected to follow the APA guidelines in all fieldwork, class work, and research. If student's performance places the welfare of a client or research participant in jeopardy and is determined inappropriate or irresponsible, the student will be removed from the course and additional disciplinary action may be taken.

Expected Outcomes:

1. The student will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in the behavioral sciences.
2. The student will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
3. The student will respect and be able to use critical and creative thinking, skeptical inquiry and, when possible, the scientific approach to problem solving related to behavior and mental processes.
4. The student will have an understanding and be able to apply psychological principles to personal, social, and organizational issues.
5. The student will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect the values that are the underpinning of the behavioral sciences.

Behavioral Sciences Requirements.....24

PSY 321 Introduction to Counseling & Psychotherapy.....	3
PSY 331 Psychological Statistics & Testing.....	3
PSY 351 Abnormal Psychology.....	3
PSY/SOW 353 Psychopharmacology.....	3
PSY 400 Research Methods and Advanced Statistics.....	3
PSY 411 History and Systems.....	3
PSY 424 Physiological Psychology.....	3
PSY 430 Senior Seminar/Capstone.....	3



History is one of the majors in the Division of Social Sciences.

Students may choose from the options designated below:

Option 1: Emphasis in Human Services

The Human Services Option is designed for those students who wish to enter the work force immediately after graduation.

Expected Outcomes (in addition to those for the basic major):

1. Graduates will demonstrate the ability to counsel individuals and groups.
2. Graduates will be able to understand assessment instruments and techniques used to arrive at diagnosis and prognosis.
3. Graduates will be able to provide documentation of symptoms and, functioning through note taking, clear oral and written reports, and case studies, to assist mental health service providers in making diagnostic and intervention decisions.

Degree Requirements..... Semester Hours

General Education Core..... 52-55

Note: The Core should include MAT 131, PSY 111, PSY 112, and PSY 211

Additional General Courses..... 3

HIS 222 State and Local Government 3

Behavioral Sciences Requirements..... 24

Required Human Services Courses..... 27

SOC 211 Principles of Sociology 3

SOC 311 Marriage and Family 3

SOW 201 Introduction to Human Services..... 3

SOW 220 Human Services Administration..... 3

SOW 311 or PSY 311 Intervention Methods I..... 3

SOW 410 or PSY 410 Intervention Methods II 3

SOW 415 or PSY 415 Internship I..... 3

SOW 425 or PSY 425 Internship II 3

SOW/PSY 401 Advanced Counseling..... 3

Psychology or Social Work Electives..... 6

General Electives..... 6-9

Only six elective hours may be internships. Internship hours beyond 3 hours must be taken pass/fail.

Total Number of Hours Required..... 121

Option 2: Emphasis in General Psychology

The general Psychology emphasis provides a background for students who plan to become psychologists, and whose career plans are in areas related to psychology such as law, administration, or the ministry.

Expected Outcomes (in addition to those for the basic major):

1. Students will be prepared to pursue career plans in psychology or in areas related to psychology such as law, administration, or the ministry.

Degree Requirements..... Semester Hours

General Education Core..... 52-55

Note: The Core should include MAT 131, PSY 111, PSY 112, and PSY 211

Behavioral Sciences Requirements..... 24

Required Upper Level Addiction Psychology Courses..... 9

PSY 320 Theories of Personality 3

PSY 370 Learning and Cognition 3

PSY 365 Social Psychology..... 3

Electives 33-36

Only six elective hours may be internships. Internship hours beyond 3 hours must be taken pass/fail.

Students may declare a minor with 18 hours in another discipline. Advanced Counseling is recommended.

At least 12 hours of electives must be upper level.

Total Number of Hours Required..... 121

Option 3a: Emphasis in Addiction Psychology (Psychology)

A minimum GPA of 2.5 is required to enroll in an internship in Addiction Psychology.

Expected Outcomes (in addition to those for the basic major):

1. Students will be able to enter the workforce at an addiction treatment facility.

Degree Requirements	Semester Hours
General Education Core.....	52-55
<i>Note: The Core should include MAT 131, PSY 111, PSY 112, and PSY 211</i>	
Behavioral Sciences Requirements.....	24
Required Upper-Level Addiction Psychology Courses.....	24
PSY 401 Advanced Counseling	3
PSY 412 Addictive Behavior	3
PSY 499 Topics – Treatment of Addiction.....	3
PSY 499 Topics – Addictions / Family and Community	3
PSY 415 Internship	3
PSY 425 Internship.....	3
PSY 435 Internship	3
PSY 436 Internship	3
General Electives and/or minor	18-21
Total Number of Hours Required.....	121

Option 3b: Emphasis in Addiction Psychology (Social Work)

A minimum GPA of 2.5 is required to enroll in an internship in Addiction Psychology.

Expected Outcomes (in addition to those for the basic major):

1. Graduates will be able to enter the workforce at an addiction treatment facility.

Degree Requirements	Semester Hours
General Education Core.....	52-55
<i>Note: The Core should include MAT 131, PSY 111, PSY 112, and PSY 211</i>	
Additional General Courses.....	3
HIS 222 State and Local Government	3
Behavioral Sciences Requirements.....	24
Required Addiction Psychology/Social Work Courses.....	36
SOW 201 Introduction to Human Service	3
SOW 220 Human Services Administration.....	3
SOW 311 or PSY 311 Intervention Methods I.....	3
SOW 410 or PSY 410 Intervention Methods II	3
SOW 415 or PSY 415 Internship I.....	3
SOW 425 or PSY 425 Internship II	3
PSY 401 Advanced Counseling	3
PSY 412 Addictive Behavior-	3
PSY 499 Topics – Treatment of Addiction.....	3
PSY 499 Topics – Addictions, the Family and the Community.....	3
PSY or SOW 445 Internship in Addiction	6
General Electives.....	-6
Total Number of Hours Required.....	121

Option 3c: Emphasis in Addiction Psychology (Sociology)

A minimum GPA of 2.5 is required to enroll in an internship in Addiction Psychology or related area.

Expected Outcomes (in addition to those for the basic major):

1. Graduates will be able to enter the workforce at an addiction treatment facility.

Degree Requirements.....	Semester Hours
General Education Core.....	52-55
<i>Note: The core should include MAT 131, PSY 111, and PSY 112</i>	
Behavioral Science Requirements.....	24
Required Sociology Course.....	30
SOC 211 Principles of Sociology.....	3
SOC 212 Social Problems.....	3
SOC 311 Marriages and Families.....	3
CJ 310 Criminology.....	3
CJ 315 Victimology.....	3
CJ 325 Juvenile Delinquency.....	3
CJ 360 Drugs, Alcohol, and Organized Crime.....	3
PSY 365 Social Psychology.....	3
PSY 412 Addictive Behaviors.....	3
Internship.....	3
General Electives (SOC 360 Sociological Theory Recommended).....	12-15
Total Number of Hours Required.....	121



Fun and good friendship figure in to all parts of the MMC experience.

MINOR IN BEHAVIORAL SCIENCES

Option I: (Childhood Learning)	19
PSY 111 General Psychology.....	3
EDU 331 Statistics and Testing	3
PSY/EDU 305 Educational Psychology.....	3
ART 301 Arts & Crafts for Youth.....	3
MUS 310 Music for Youth	1
PSY 311 Intervention Methods I or PSY 351 Abnormal Psychology	3
PSY 321 Introduction to Counseling.....	3
Option II: (Psychology)	18
PSY 111 General Psychology.....	3
PSY 311 Intervention Methods I	3
PSY 321 Introduction to Counseling.....	3
PSY 351 Abnormal Psychology	3
PSY 320 Theories of Personality.....	3
PSY 412 Addiction Behaviors	3
Option III: (Graduate Psychology)	18
EDU 331 Statistics and Testing	3
PSY 351 Abnormal Psychology	3
PSY 365 Social Psychology	3
PSY 370 Learning and Cognition.....	3
PSY 411 History and Systems	3
PSY 424 Physiological Psychology.....	3
PSY 400 Research Methods and Advanced Statistics	3
Option IV: (Art Therapy).....	18-21
ART 111 Design (recommended, but not required).....	3
ART 131 Studio Ceramics	3
ART 251 Studio Painting.....	3
ART 351 Principles of Art Therapy.....	3
PSY 211 Developmental Psychology — Lifespan	3
PSY 320 Theories of Personality.....	3
PSY 351 Abnormal Psychology	3

Recommended Curriculum for Behavioral Sciences Degree

It is the student's responsibility to contact the Program Coordinator for current requirements and transfer information.

Freshman Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
ENG 101/111	3	ENG 102/112	3
Natural Science Core	4	Natural Science Core	4
MAT 131 or higher	3	REL 101 or 102	3
HIS 111/201	3	HIS 112/202	3
PSY 111	3	PSY 112	3
FYE 101	1	PED Activity	1
<hr/>		<hr/>	
<i>Total Hours</i>	<i>17</i>	<i>Total Hours</i>	<i>17</i>

Sophomore Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
Literature Core	3	Humanities Core	3
Religion/Philosophy Core	3	HIS 222 or Elective	3
Speech Core	3	PSY 351	3
PSY 211	3	MIS Core or Elective	3
Fine Arts Core	3	Elective	3
<hr/>		<hr/>	
<i>Total Hours</i>	<i>15</i>	<i>Total Hours</i>	<i>15</i>

Junior and Senior Years

Meet with faculty advisor to develop remaining curriculum based upon option chosen.

Total Number of Hours Required 121



The presence of international students adds much to the campus.

BACHELOR'S DEGREE IN CRIMINAL JUSTICE

Expected Outcomes:

1. Students will be versed in the history, development, and operational aspects of the criminal justice system in the United States.
2. Students will gain practical forensic evidentiary processing skills.
3. Students will acquire investigatory, interview and reporting skills.
4. Students will obtain an understanding of Federal, state and local laws, both civil and criminal, and the judicial proceedings by which these laws are applied to our society.
5. Students will be exposed to the criminal justice field environment and social construct.

Degree RequirementsSemester Hours

General Education Core..... 52-55

Note: The Core should include PHY 101-102, MAT 251 or (PSY 331 or CJ420) and PSY 111.

Required Criminal Justice Courses.....30*

CJ 215 Introduction to Criminal Justice	3
CJ 301 Law Enforcement	3
CJ 305 Criminal Investigations.....	3
CJ 310 Criminology.....	3
CJ 320 Corrections.....	3
CJ 380 Forensic and Crime Scene Investigations.....	3
CJ 405 Criminal Law	3
CJ 410 Constitutional Law	3
CJ 440 Management of Criminal Justice Organizations.....	3
CJ 455 Digital Crime Scene Replication	3

Electives in Criminal Justice.....18*

(Choose from the following)

CJ 315 Victimology.....	3
CJ 325 Juvenile Justice	3
CJ 330 Professional Ethics and Legal Liabilities.....	3
CJ 350 Study of Deviant Behavior.....	3
CJ 360 Drugs, Alcohol and Organized Crime	3
CJ 370 Reporting Writing	3
CJ 415 Criminal Procedure.....	3
CJ 420 Research Methods in CJ.....	3
CJ 430 Law of Evidence.....	3
CJ 435 Sociology of Law.....	3
CJ 450 Advanced Readings in Criminal Justice	3
CJ 451 Special Topics in Criminal Justice	3
CJ 485 Internship	3

Electives (Choose from one of the following two tracks)

Psychology and Social Sciences track.....18

Select from: PSY 211, PSY 311, PSY 320, PSY 331, PSY 341, PSY 351, PSY 353
PSY 365, PSY 401, PSY 412, PSY 415, PSY 424, POLS/HIS 222

Management Information Systems track.....18

To include: MIS 210, MIS 220, MIS 340, MIS 410, MIS 440, MIS 450

General Electives..... 0-3

Total Number of Hours Required..... 121

****No grade below a "C" in Criminal Justice classes can count toward a degree.***

See catalog reference or program coordinator for degree requirements for either B.A. or B.S. degree.

MINOR IN CRIMINAL JUSTICE

CJ 215 Introduction to Criminal Justice	3
CJ 301 Law Enforcement	3
CJ 305 Criminal Investigations	3
CJ 310 Criminology	3
CJ 410 Constitutional Law	3
CJ 411 Criminal Law	3
CJ 455 Digital Crime Replication	3

Total Hours Required for Minor 21

Recommended Curriculum for Criminal Justice Degree

It is the student's responsibility to contact the Program Coordinator for current requirements, course availability, transfer information, and advising assistance.

Freshman Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
ENG 101/111	3	ENG 102/112	3
REL 101/102	3	Religion/Philosophy Core	3
HIS 111/201	3	HIS 112/202	3
Fine Arts Core	3	MAT 131 or higher	3
MIS Core or Elective	3	PSY 111	3
FYE 101	1	PED Activity	1
<hr/> <i>Total Hours</i>	<hr/> 16	<hr/> <i>Total Hours</i>	<hr/> 16

Sophomore Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
Literature Core	3	Humanities Core	3
PHY 102	4	PHY 101	4
CJ 215	3	CJ 301	3
MAT 251	3	CJ 305	3
PSY/MIS Elective	3	PSY/MIS Elective	3
<hr/> <i>Total Hours</i>	<hr/> 16	<hr/> <i>Total Hours</i>	<hr/> 16

Junior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
CJ 310	3	CJ 455	3
CJ 320	3	CJ 380	3
CJ Elective	3	CJ 410	3
PSY/MIS Elective	3	CJ Elective	3
Speech Core	3	PSY/MIS Elective	3
<hr/> <i>Total Hours</i>	<hr/> 15	<hr/> <i>Total Hours</i>	<hr/> 15

Senior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
CJ 411	3	CJ 440	3
CJ Elective	3	CJ 405	3
CJ Elective	3	CJ Elective	3
PSY/MIS Elective	3	PSY/MIS Elective	3
CJ Elective	3	<hr/> <i>Total Hours</i>	<hr/> 12
<hr/> <i>Total Hours</i>	<hr/> 15		

Total Number of Hours Required..... 121

BACHELOR'S DEGREE IN HISTORY

Expected Outcomes:

1. Students will be introduced to the historical method and the exercise of critical and analytical thinking and writing.
2. Students will gain a historical perspective and framework from which to understand how economic, political, social, intellectual, and technological forces shape historical periods and culture.
3. Students will have an understanding of how historians create, describe, disseminate, and refine new knowledge within the discipline.

Degree Requirements Semester Hours

General Education Core..... 49-55

Note: The Core should include HIS 111-112, MAT 131 and PSY 111

Additional General Courses..... 9

SOC 211 Principles of Sociology..... 3

HIS 221 American Government..... 3

HIS 241 World Geography..... 3

Required History Courses..... 24

HIS 201-202 History of the United States 6

HIS 300 Historiography and Historical Methods 3

HIS 324 Renaissance and Reformation 3

HIS 408 History of the Far East..... 3

HIS 435 Social and Cultural History of the United States..... 3

HIS 465 The World Since 1945 3

HIS 495 History Capstone 3

History Electives (choose from those listed or from additional courses offered)..... 15

Note: Six (6) elective hours must be in non-U.S. courses

HIS 320 Ancient Greece and Rome 3

HIS 322 Medieval Europe..... 3

HIS 331 Early Modern Europe, 1648-1789..... 3

HIS 333 The French Revolution and Napoleon..... 3

HIS 335 Europe, 1848-1914 3

HIS 338 Europe, 1914-1945 3

HIS 340 Tennessee History..... 3

HIS 350 Jeffersonian and Jacksonian America..... 3

HIS 342 Colonial, Revolutionary, and Early National America..... 3

HIS 354 Antebellum America, Civil War, and Reconstruction..... 3

HIS 370 The United States Since 1945..... 3

HIS 418 Latin America..... 3

HIS 422 History of the South..... 3

HIS 425 American Westward Movement..... 3

HIS 430 American Environmental History..... 3

HIS 437 America and the Vietnam Conflict 3

HIS (REL) 440 Religion in America..... 3

HIS 455 Tudor-Stuart England (1485-1714)..... 3

HIS 460 The British Empire..... 3

HIS 462 Germany from Bismarck to Hitler..... 3

HIS 465 The World Since 1945..... 3

HIS 480 Readings in History 3

HIS 499 Special Topics in History..... 3

Minor and/or General Electives 20-24

Note: A minimum of 18 Minor and/or General Electives hours must be 300 or above

Total Number of Hours Required..... 121

MINOR IN HISTORY

Required Courses	9
<i>Note: The General Core should include HIS 111-112</i>	
HIS 201-202 History of the United States.....	6
HIS 300 Historiography and Historical Method.....	3
Upper Level History Electives	9
Total Hours Required for Minor	18

Recommended Curriculum for History Majors

It is the student's responsibility to contact the Program Coordinator for current requirements, course availability, transfer information, and advising assistance.

Freshman Year

<i>Fall Semester</i>	<i>Spring Semester</i>
ENG 101/111	ENG 102/112
Natural Science Core	Natural Science Core
HIS 111/201	HIS 112/202
MAT 131 or higher	Speech Core
FYE 101	MIS Core or Elective
PED Activity	
<i>Total Hours</i>	<i>Total Hours</i>
15	16

Sophomore Year

<i>Fall Semester</i>	<i>Spring Semester</i>
Literature Core	Humanities Core
HIS 201/111	HIS 202/112
HIS 241	Fine Arts Core
REL 101/102	Religion/Philosophy Core
HIS 221	HIS 300
<i>Total Hours</i>	<i>Total Hours</i>
15	15

Junior Year

<i>Fall Semester</i>	<i>Spring Semester</i>
HIS 324	HIS 408
History Elective	History Elective
History Elective	History Elective
Upper Level Elective	Upper Level Elective
B.A./B.S. Core	B.A./B.S. Core
<i>Total Hours</i>	<i>Total Hours</i>
15-16	15-16

Senior Year

<i>Fall Semester</i>	<i>Spring Semester</i>
HIS 435	History 495
HIS 465	History Elective
Upper Level Elective	Upper Level Elective
Upper Level Elective	Upper Level Elective
PSY 111	SOC 211
<i>Total Hours</i>	<i>Total Hours</i>
15	15

Total Number of Hours Required..... **121**

NOTE: See Catalog reference or program coordinator for degree requirements for B.A. or B.S. degrees. If you can justify taking the Computer Literacy Exam to meet the MIS Core requirement, and you pass this exam, take a minimum 3 hour elective course

SUGGESTED CURRICULUM (ELECTIVES) FOR PRE-LAW STUDENTS

Students can enter law school from any undergraduate program. Most law school bulletins suggest that prospective students have a strong background in history, political science, and English, as well as some preparation in economics, business, sociology, psychology, and mathematics. This suggested list of pre-law electives builds upon the requirements for the History/Political Science degree, but is designed to give students in any major the necessary academic background to succeed in law school.

LSAT study material and guides to admission to law school are available in the Warden Memorial Library.

Criminal Justice

CJ 410 – Constitutional Law (3 hours)

CJ 411 – Criminal Law (3 hours)

Business

BUS 201, 202 – Principles of Economics (3-6 hours)

BUS 221, 222 – Principles of Accounting (3-6 hours)

BUS 350, 351 – Business Law I, II (3-6 hours)

English

Any 300 or 400 level literature course. (3 hours)

Management Information System

MIS 210, 220 – Information Management I, II (3-6 hours)

Mathematics

MAT 213 – Mathematics for Management and Social Science (3 hours)

Psychology

PSY 111 – General Psychology (3 hours)

PSY 205 – Personal Leadership and Management (3 hours)

Sociology

SOC 211 – Principles of Sociology (3 hours)

Course Descriptions

Numbering System

All credit-level courses at Martin Methodist College are identified by a three-digit number:

- courses that are normally taken during the freshman year are numbered at the 100 level;
- courses usually taken during the sophomore year are numbered at the 200 level;
- courses usually taken during the junior year are numbered at the 300 level;
- courses usually taken during the senior year are numbered at the 400 level.

Courses that are identified by sequential numbers, such as 111-112, are two-semester courses and are listed together with the first course being a prerequisite for the second in most cases. Specific prerequisites will be indicated in the course description appearing in the catalog. While it will be common for two different courses to bear the same identification number, this will not occur with courses in the same discipline.

Courses numbered 100 or below are considered developmental courses. Developmental courses carry institutional credit only and do not count toward meeting graduation requirements.

Courses that carry an “H” designation are Honors Courses. Enrollment in these courses is restricted to those students who meet the academic requirements to participate in the College’s Honors Program. See page 46 for these requirements.

Terms Courses Are Offered

The term or terms when each course is offered is included with each course description. A course listed as Fall (or Spring) is offered each year. Courses offered every term are listed as Fall and Spring. Some courses are offered only every other year, or less frequently. These are listed as being offered on alternate years, or in the particular rotation followed. In some instances the year in which the course is offered may be indicated. In other instances, courses are offered only when a sufficient number of students indicate an interest in the course to offer it. These courses are listed as offered on demand. Students should pay close attention to the rotation of certain classes that may be required within their program of study, so they can be included in their schedule of classes at the appropriate time. Failure to do so will not remove the requirement of the course for the degree.

For courses offered through the evening Flex Program, please consult the Flex Program schedule.

Course Listing In Alphabetical Order

ACCOUNTING — see Business

ART

ART 111 — Design I (two-dimensional) 3 hours credit
This is a study of the principles and techniques of design in their application to two-dimensional art forms. *Fall.*

ART 112 — Design II (three-dimensional) 3 hours credit
This course focuses on the principles of design as they relate to the three-dimensional art forms. *Spring.*

ART 121 — Art Survey I (Art Appreciation) 3 hours credit
A study of past periods and movements in art for a greater understanding of studio work, this course covers the

period from prehistoric times to the present, presenting an overview of the movements in art so that a greater appreciation of all forms may be acquired. *Fall and Spring.*

ART 122 — Art Survey II

3 hours credit

A continuation of Art Survey I, the emphasis here is on the period from the Renaissance to the present day. *Prerequisite: Art Survey I. Spring.*

ART 131 — Studio Ceramics

3 hours credit

This is an investigation of the basics of hand building, wheel throwing, and firing. Fall and Spring. *Prerequisite: Art Survey I. Fall and Spring.*

ART 141 — Digital Imaging Art

3 hours credit

This course is designed to give students the knowledge and understanding of how to use the computer to enhance pictures. Processes include photo manipulation, restoration, colorizations and putting images together in a visual presentation. Knowledge may be used for personal or professional application. *Fall.*

ART 142 — Computer Graphics

3 hours credit

This course is designed to teach students layout and design techniques using the computer. Adobe PhotoShop, PowerPoint, and the digital camera will be used in the course. Students will learn how to use PhotoShop to enhance, manipulate and restore photographs, along with Power Point to develop visual presentations. *Fall.*

ART 211 — Drawing I

3 hours credit

This course emphasizes the materials and techniques of drawing. *Offered on demand.*

ART 212 — Drawing II

3 hours credit

A continuation of Drawing I, this course emphasizes figure drawing. *Prerequisites: Drawing I. Offered on demand.*

ART 221 — Modeling and Animation

3 hours credit

Students will learn how to use the computer and specific programs to model and animate their own creations. This will include modeling techniques, surface renderings such as texture mapping, then adding motion to the models. *Fall.*

ART 231 — Ceramics II

3 hours credit

This is an advanced ceramics course with emphasis on both hand building and wheel throwing techniques. Students will be completing work in a series toward the building of a ceramics portfolio. *Prerequisite: ART 131. Spring.*

ART 251 — Studio Painting

3 hours credit

This is an introduction to painting and the development of various painting techniques. *Offered on demand.*

ART 301 — Art for Youth

2 hours credit

An investigation of the projects and materials that can be used with young children and youth, this course has applications in helping students use art in learning. *Prerequisite: Art Survey I. Fall and Spring.*

ART 331 — Advanced Ceramics

3 hours credit

This is an advanced ceramics course in which students will concentrate on wheel thrown forms, advanced hand building techniques and experimental glaze applications. Emphasis will be placed on creating a slab rolled tiled mural. *Prerequisite: ART 131 and 231. Spring.*

ART 350 — Advanced Painting

3 hours credit

This course will continue the study of oil painting with an emphasis on the student developing a cohesive series of works which show proficiency in the various techniques applied to oil on canvas. *Prerequisite: ART 251. Offered on demand.*

ART 351 — Principles of Art Therapy**3 hours credit**

This is an investigation of the origin, history, and major theoretical trends in the therapeutic field of art therapy. *Prerequisite: Art 111, 131, 251, and PSY 211, 320, and 351. Fall.*

ART 431 — Ceramics IV**3 hours credit**

This class will focus on advanced techniques of clay using the pottery wheel to create altered sculptural forms. Students will also learn to create a relief mural by using advanced slab building techniques. *Prerequisite: ART 331*

BIOLOGY**BIO 111 — General Biology I****4 hours credit**

This course examines the application of scientific method, the chemical basis of life, the structures and functions of the biological molecules, cell chemistry, cell structure, the principles of inheritance, the theory of evolution, and ecology. This course includes three (3) hours of lecture and two (2) hours of laboratory each week. *Fall and Spring.*

BIO 112 — General Biology II**4 hours credit**

This course examines the principles of metabolism, taxonomy and the six kingdoms of living organisms, and structural and physiological adaptations of plants and animals. This course includes three (3) hours of lecture and two (2) hours of laboratory each week. *Fall and Spring.*

BIO 201, 202 — Human Anatomy and Physiology**4 hours credit**

This two-semester course is designed to introduce the student to the structure and function of the human body and its parts. At the beginning of the semester, each student is required to demonstrate a working understanding of anatomical orientation and basic terminology. Biology 201 covers cells and tissues, integument, skeleton, muscles, nervous system, and senses. Biology 202 focuses on digestion, respiration, blood, cardiovascular system, lymphatics, immunity, urinary system, reproduction and development and endocrinology. Each course includes three (3) hours of lecture and three (3) hours of laboratory each week. *201 normally offered Fall, 202 normally offered Spring.*

BIO 231 — Nutrition**3 hours credit**

This course is directly related to the nutritional needs of the individual and to groups of people. It presents the basic facts of food requirements; principles of food chemistry; and medical, economic, and ethical issues related to nutrition on community, national, and global scales. *Spring.*

BIO 301 — Genetics**4 hours credit**

This course covers Mendelian principles, mitosis and meiosis, sex determination and linkage, pedigree analysis, chromosomal mapping, cytogenetics, gene expression, mutation, and DNA repair. Non-Mendelian inheritance, population genetics, and the genetics of evolution are also studied. The laboratory portion of the course examines the techniques of classical and molecular genetics. This course includes three (3) hours of lecture and three (3) hours of laboratory each week. *Prerequisites: BIO 111, 112. Fall*

BIO 310 — Topics in Biology Seminar**2 hours credit**

This seminar in selected topics will require oral presentations to be made by participants regarding recent advances in biology, news items relating to biology, and major concepts in biology. Topics are selected by participating students. *Prerequisites: BIO 111, 112. Fall, odd-numbered years.*

BIO 321 — Parasitology**3 hours credit**

This course examines life cycles and host-parasite relationships of parasites of humans and other animals. Disease manifestations, control measures, and the impact of these parasites on world health will also be studied. The parasitology laboratory class is optional and listed separately. *Prerequisites: BIO 111, 112. Fall, even-numbered years.*

BIO 322 — Parasitology Lab**1 hour credit**

This is primarily a techniques course. Participants learn host dissection and recovery of parasites, specimen preservation, and preparation of parasites for identification and study. Some field work is required. *Prerequisites: BIO 111, BIO112. Fall, even-numbered years.*

BIO 331 — Cell Biology

4 hours credit

A study of the structure, function, and physiology of prokaryotic and eukaryotic cells, this course includes three (3) hours of lecture and three (3) hours of laboratory each week. *Prerequisites: BIO 111, 112. Spring.*

BIO 341 — Ecology

4 hours credit

Lectures on the basic concepts of the ecosystem and community, aquatic and terrestrial habitats, and population ecology will be complemented by field and laboratory exercises. This course includes three (3) hours of lecture and three (3) hours of laboratory each week. *Prerequisites: BIO 111, 112. Fall.*

BIO 351 — Morphology of Non-Vascular Plants

4 hours credit

This course involves an introduction to the taxonomy, morphology, reproduction, evolution, and ecological importance of nonvascular plants (algae, fungi, and bryophytes). The course includes three (3) hours of lecture and three (3) hours of laboratory each week. *Prerequisites: BIO 111, 112. Spring, alternate years.*

BIO 353 — Anatomy and Morphology of Vascular Plants

4 hours credit

A study of cells, tissues, and organs, morphology, evolutionary trends, and adaptive strategies of vascular plants including the ferns, fern allies, gymnosperms, and angiosperms, the course includes three (3) hours of lecture and three (3) hours of laboratory each week. *Prerequisites: BIO 111, 112. Spring, alternate years.*

BIO361 — Microbiology

4 hours credit

This introductory course is designed to give the student a general knowledge of the microbial world. The structure, function, and genetics of bacterial cells and bacterial diseases of humans are the main focus of the course. Viruses and viral diseases are also considered. In the laboratory, the student will learn techniques for culturing, isolating, staining, and identifying bacteria. This course includes three (3) hours of lecture and three (3) hours of laboratory each week. *Prerequisites: BIO 111, 112. Fall and Spring*

BIO 399 — Bioethics (also listed as REL 399)

3 hours credit

This course is designed to explore the complex ethical questions and concerns raised by the technological advancements being made in medicine, genetics, and cybernetics. The role of futuristic ethics, anticipating the bioethical issues likely to arise in the future, and addressing those issues preemptively, will be considered. The importance of having a well-established ethical base from which to examine ethically questionable situations (as opposed to just “situation ethics”) will be stressed. Also, the reason humans need to do bioethics in the first place (as opposed to just letting the technology take us for a ride) will be stressed. While the class will work from a Judeo-Christian ethical perspective, other perspectives may also be considered. *Prerequisites: REL 241 or permission from the instructors. Fall and Spring.*

BIO 421 — Systematic Botany

4 hours credit

This study of non-flowering and flowering plants from the standpoint of structure, development, and reproduction emphasizes relationships as revealed by comparisons in body organization and life histories. This course includes three (3) hours of lecture and three (3) hours of laboratory each week. *Prerequisites: BIO 111,112. Spring, odd-numbered years.*

BIO 426 — Embryology

4 hours credit

This course examines the early development of the sea urchin, frog, chicken, and human. Living material, models, serial section and whole mount slides, and films are used to study cleavage, germ layer formation, histogenesis, and organogenesis. This course includes three (3) hours of lecture and three (3) hours of laboratory each week.

Prerequisites: BIO 111, 112. Spring, even-numbered years.

BIO 444 – Independent Research

1-3 hours credit

This course is designed for students who wish to pursue a special study of some biological problem and is intended to introduce students to all phases of peer-reviewed research. The student is expected to develop a written proposal and pursue the research to some state of completion. The project should be concluded with a written scientific paper and a presentation to the campus community in a seminar format. *Pre-requisite: Permission of the Instructor. Maximum of 6 hours credit.*

BIO 461 — Comparative Anatomy

4 hours credit

This is a study of vertebrate morphology and the development and function of systems and organs. This course includes three (3) hours of lecture and three (3) hours of laboratory each week. *Prerequisites: BIO 111, 112. Spring, odd-numbered years.*

BUSINESS

All students are required to complete Principles of Accounting I and II (BUS 221 and BUS 222) and Principles of Economics I and II (BUS 201 and BUS 202) before taking upper-division business courses. It is suggested that Statistics (MAT 251) be taken before upper-division business courses.

BUS 101 — Introduction to Business

3 hours credit

This is the introductory course to practically all phases of the business and economic world. Topics covered include the nature of business, forms of ownership, methods of business, financing, production and personnel management, marketing, accounting and other managerial controls, and the relationship of government to business. *Fall, alternate years.*

BUS 200 — Economic Concepts and Applications

3 hours credit

This is an introductory course designed to acquaint the student with the fundamental tasks of all economic systems with emphasis on the overall structure of our economic system. This course should give the student a broad view of our economic system, the role of government in the economy, the function of monetary policy, and income determination and measures. Technological applications that may be used to teach these economic concepts in the classroom environment will be introduced. This course does not meet the economics requirement for students receiving a bachelor's degree in business. *Fall.*

BUS 201, 202 — Principles of Economics

3 hours credit each

This is an introductory course designed to acquaint the student with the fundamental tasks of all economic systems with emphasis on the overall structure of our economic system. The first semester, macroeconomics, is designed to give the student a broad view of our economic system, emphasizing causes of economic cycles, the role of government in the economy, the function of monetary and fiscal policy, and income determination and measures. The second semester, microeconomics, emphasizes the different market structures (pure competition, monopoly, oligopoly, and monopolistic competition), price determinations, and the role of labor unions in our economy. BUS 201 is a pre-requisite for BUS 202. *Fall and Spring.*

BUS 205 — Personal Leadership and Management (also listed as PSY 205)

3 hours credit

Students are provided with an in-depth analysis of the way they view themselves and their view of the external environment. The second part of the course deals with implementation of organizational business systems and processes such as total quality management, strategic management, and organizational development and management. *Spring.*

BUS 221, 222 — Principles of Accounting

3 hours credit each

The purpose of this introductory course is to instruct the student in the basic principles underlying the modern double entry accounting system. The first semester includes fundamentals of journal entries; preparation of income statements, balance sheets and capital statements; and the transactions required at the end of the accounting cycle.

Other topics are methods of determining depreciation, payroll systems, and principles related to the partnership form of business ownership. The second semester emphasizes the corporate form of business ownership, cost accounting (job-order, process, and standard cost systems), and departments and branches. *BUS 221, Fall and BUS 222, Spring.*

BUS 302— Managerial Finance

3 hours credit

This course is about the nature and scope of business finance. The emphasis is on financial planning, forecasting, capital budgeting, sources and costs of capital, capitalization, financial instruments, mergers, reorganizations, liquidation, financial analysis, and interpretation. *Prerequisites: BUS 201, 202, 221 and 222. Fall.*

BUS 305 - Supervision

3 hours credit

This course provides the opportunity for students to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life. This course presents the opportunity for students to focus on the development of key skills in the supervisory management context, such as improving own performance, working with others, and problem solving. The Supervision course is designed to develop strong people management skills, team development, performance skills and effective delegation skills. *Prerequisites BUS 201, 202 and 221, 222. Fall*

BUS 306 — Principles of Marketing

3 hours credit

This course is a survey of the functions, processes, and institutions involved in the distribution of consumer and industrial goods and services. Decision-making in marketing management is introduced. *Prerequisites: BUS 201, 202, 221 and 222. Fall and Spring.*

BUS 307H — Readings in Economics

3 hours credit

This is a course focusing on the economic thought of prominent Western historical figures such as Pythagoras, Socrates, Plato, Alexander the Great, Adam Smith, and Keynes. Subjects of investigation and discussion will include: the theory of value based on (the holy word, labor, and the market); private vs. communal property; the distribution of wealth; monetary theory; fiscal theory; welfare economics; economic systems including feudalism, mercantilism, capitalism, socialism and communism as well as the theory of utility, marginalism and optimization. *Offered on demand.*

BUS 310 — Business Communication

3 hours credit

This review of the theory and processes in oral and written business communication emphasizes the general functions of business communication and composing effective business documents. (Ability to type helpful.) *Prerequisites: BUS 201, 202, 221 and 222. Fall and Spring.*

BUS 311 — Intermediate Accounting I

3 hours credit

This course focuses on accounting practices and fundamental theories (balance sheet sequence) with some review of authoritative accounting pronouncements. *Prerequisite: BUS 222 with a minimum grade of "C". Fall.*

BUS 312 — Intermediate Accounting II

3 hours credit

This is a continuation of BUS 311 topics. *Prerequisite: BUS 311 with a minimum grade of "C". Spring.*

BUS 320 — Management of Information Systems

3 hours credit

This is an applications-oriented course that includes spreadsheet, database, and desktop publishing. Students are required to develop special projects directed by the professor. Additionally, as part of the projects, students are required to observe information systems professionals in the workplace. This course has a required laboratory. *Prerequisites: BUS 201, 202, 221 and 222. Fall and Spring.*

BUS 321 — Managerial Accounting**3 hours credit**

This is a study of the analysis of financial statements, costs, quantitative concepts relating to management objectives, income and capital budgeting, control, planning. *Prerequisite: BUS 222 with a minimum grade of “C”. Fall.*

BUS 330 — Principles of Management**3 hours credit**

This course studies concepts of the management functions of planning, organizing, directing, and controlling with an emphasis on behavioral science concepts as applied to managing people in organizations. *Prerequisites: BUS 201, 202, 221 and 222. Fall and Spring.*

BUS 331 — Cost Accounting**3 hours credit**

This course emphasizes accounting data for managerial planning and control decisions; cost calculations, cost allocations and behavior in manufacturing; systems and budgets. *Prerequisite: BUS 222 with a minimum grade of “C”. Spring, alternate years.*

BUS 340 — Business Ethics**3 hours credit**

Ethical issues arise in business relationships and business associations and in their interaction with each other and with consumers. The student studies federal and state legislation that deals with ethical issues and values that arise in consumer relations/employment including age, race and gender-based issues, the environment, marketing goods and services, and human services and organizational management. Landmark cases issued by the United States Supreme Court are discussed and analyzed, together with the effect of such decisions on business administration and management and the ethical duties thereupon imposed. Student participation is expected. Ideally students will complete BUS 351 before enrolling in BUS 340. *Prerequisites: BUS 306, 330, and 350. Fall.*

BUS 350 — Business Law I**3 hours credit**

This course introduces the student to the Constitution and the Bill of Rights, and thereby to the American legal system, its traditions, and nature. The student is introduced to the law governing crimes, the exclusionary rule under American law, torts, antitrust, and product liability. The federal and state laws governing employment, workers' compensation, labor and safety, and consumer protection are discussed and analyzed. Basic elements of common law contract and contract law under the Uniform Commercial Code are introduced. Student participation is expected. *Prerequisites: BUS 201, 202, 221 and 222. Fall.*

BUS 351 — Business Law II**3 hours credit**

This course examines business associations, i.e. sole proprietorships, partnerships, limited liability companies, and corporations. A detailed study of the Uniform Commercial Code—Article 2, Sales, Article 3, Negotiable Instruments, and Article 9, Secured Transactions including mortgages—is undertaken, along with discussion of how the bankruptcy laws affect contracts, leases, and other business documents. Debtor and creditor relations under the Bankruptcy Code are introduced. Real and personal property issues and cases are analyzed and discussed. A detailed analysis of the Fourteenth Amendment to the Constitution with a review of the first through the tenth amendments is undertaken. A comparative analysis of the federal Constitution and the state of Tennessee Constitution is made as an adjunct to an overview of the entire United States Constitution. An introduction to the laws governing bailments, wills, trusts and estates concludes this concentration of study. Student participation is expected. *Prerequisite: BUS 350. Spring, odd years.*

BUS 405 - Leadership**3 hours credit**

Students will study and be conversant in the following leadership areas: leadership variables, the power of vision, the importance of ethics, the empowerment of people, leadership principles, coaching others, and performance management. Students will examine major theories and concepts relative to leadership in formal organizations

while focusing on middle and executive management. *Prerequisites* BUS201, 201 and 221, 222. *Spring*

BUS 410 — Organizational Communication

3 hours credit

This course emphasizes the communication process, including case studies in organizational communication, policies, principles, procedures and technology used in the development of business communications and presentations from the executive's viewpoint. *Prerequisites: BUS 310 or equivalent, BUS 201, 202, 221 and 222. Fall, even years*

BUS 411 — Advanced Accounting

3 hours credit

Accounting practices and theories for partnerships, business reorganization, joint ventures, consolidated financial statements, international accounting, etc. are studied. *Prerequisite: BUS 312 with a minimum grade of "C". Spring.*

BUS 426— Entrepreneurship and Small Business Management

3 hours credit

This is an examination of the role of the entrepreneur in society and an analysis of the considerations inherent in starting a small business. Special attention is also given to the problems of different types of small enterprises, such as those in retail, service, franchise, and manufacturing industries. *Prerequisites: BUS 201, 202, 221, 222. Spring.*

BUS 430 — Production Management

3 hours credit

This is a study of management of production and information systems with emphasis on the process, system inputs, transformations, system out-puts, and techniques for decision making. *Prerequisite: BUS 330. Fall.*

BUS 431 — Marketing Management

3 hours credit

The management functions as applied to the field sales force are emphasized in this course, including sales organization structures, selection and training of sales personnel, sales compensation, supervision and stimulation of the sales force, and evaluation of sales performance. *Prerequisites: BUS 306 and 330. Spring.*

BUS 432 — Human Resources Management

3 hours credit

The organization, functions, and administration of a personnel department, including selection, training, placement, promotion, appraisal, pay incentives, and laws affecting the personnel function will be studied. *Prerequisite: BUS 330. Fall.*

BUS 433 — Retail Management

3 hours credit

Subjects of discussion and testing will include: retail strategic planning and operations management, retail customers, evaluating the competition in retailing, managing and the supply chain, legal and ethical behavior, market selection and retail location analysis, managing a retailer's finances, merchandise buying and handling, merchandise pricing, advertising and promotion, customer service and retail selling, store layout and design, and retail administration-managing people. *Prerequisite: BUS 330. Spring.*

BUS 434 — Organizational Behavior Management

3 hours credit

The organization as a system will be studied with emphasis on the external environment, performance measurement, structure (including contingency theory of organization design), bureaucracy, and the impact of behavioral aspects on organization theory. *Prerequisite: BUS 330. Spring.*

BUS 440 — International Business

3 hours credit

This course comprises a survey of international business topics, including the history and economic theories of international trade, cultural effects, trade laws, exporting and importing, international franchising and licensing, currency markets, multinational corporations, trading blocs, international marketing, logistics and supply chains.

Prerequisite: BUS 330. Spring.

BUS 451 — Accounting Systems

3 hours credit

Current developments in establishment of complete accounting systems and the application of principles to typical business organizations will be studied, with special emphasis on cost controls and use of the computer. *Prerequisites: BUS 222. Spring, alternate years.*

BUS 453 — Federal Taxes I

3 hours credit

A determination of taxable income for individuals, federal income tax returns, and research methods will be addressed. *Prerequisite: Senior standing or permission of professor. Fall, alternate years.*

BUS 462 — Auditing I

3 hours credit

Applications of theory and principles of auditing, verifying accounting data, preparation of reports by public accountants, auditor roles, liability, etc. will be studied. *Prerequisite: BUS 312 with a minimum grade of "C". Spring.*

BUS 465 — Accounting Theory

3 hours credit

This is an analysis of propositions, axioms, theorems, controversial accounting concepts, and authoritative statements and research on accounting principles. *Prerequisite: BUS 312 with a minimum grade of "C". Fall.*

BUS 490 — Strategic Management

3 hours credit

The study of how top management directs business firms with an emphasis on analysis and long range planning, this course draws on what students have learned in prior courses in accounting, economics management, marketing, finance, business law, and ethics. *Prerequisite: Senior classification and successful completion of all business core requirements. This class is normally taken in the last semester before graduation. Spring.*

BUS 499 — Selected Topics and Readings in Business

1-3 hours credit

This course includes selected topics and readings that are related to the student's area of study. Permission of the Business instructor and the Division Chair is required before registration. *Prerequisite: Senior classification. Offered on demand.*

CHEMISTRY

CHE 110— Fundamentals of Chemistry

4 hours credit

This course provides fundamental facts, principles, theory, and applications of chemistry for nursing students with no previous background in chemistry. Includes quantitative calculations, equilibrium theory, and organic chemistry with emphasis on structures of medicinal interest. This course includes three hours lecture and one two-hour lab per week. *Prerequisite: Successful completion of MAT 131. Spring.*

CHE 111— General Chemistry

4 hours credit

This course comprises a study of the basics in atomic structure, the mathematics of chemical reactions, gas laws, bond types, and thermochemistry. This course includes three hours of lecture and a three-hour laboratory period each week. *Prerequisite: Completion of MAT 131, College Algebra or ACT Math Score of at least 20. Fall*

CHE 112 — General Chemistry

4 hours credit

This course comprises a continuation of CHE 111. Topics include properties of solutions, chemical equilibria, kinetics, and electrochemistry. Three hours of lecture and a three-hour laboratory each week. *Prerequisite CHE 111. Spring.*

CHE 301— Organic Chemistry

4 hours credit

An introduction to the fundamentals of carbon-based chemistry, topics covered in this course include covalent

bonding, stereochemistry, nomenclature, Lewis acids and bases, and the reaction behavior of organic molecules. Also covered are the functional groups: alkanes, alkenes, alkynes, and haloalkanes. This course includes three hours of lecture and a three-hour laboratory period each week. *Prerequisite: CHE 112. Fall.*

CHE 302 — Organic Chemistry

4 hours credit

A continuation of CHE 301, this course covers alcohols, aromatic compounds, amines, aldehydes, ketones, and carboxylic acids. Techniques such as infrared and nuclear magnetic resonance spectroscopy and mass spectrometry will be covered. This course includes three hours of lecture and three-hour laboratory period each week. *Prerequisite: CHE 301. Spring*

CHE 311 — Analytical Chemistry

4 hours credit

This course involves a study of the fundamental principles of quantitative analytical chemistry including basic statistics. Laboratory techniques and problem solving skills are emphasized. Laboratory techniques to be covered include: gravimetric, volumetric, colorimetric, chromatographic, and electroanalytical determination. This course includes three hours lecture and one three-hour laboratory each week. *Prerequisite: CHE 111 and CHE 112 with a grade of "C" or higher. Fall, even-numbered years.*

CHE 322 — Environmental Chemistry

4 hours credit

This course provides a study of the nature and transport of chemical species—both natural and human introduced—in the natural environment (atmosphere, hydrosphere, geosphere, and biosphere). This course includes three hours lecture each week plus a three hour lab each week. *Prerequisites: CHE 111 and 112. Completion of CHE 301 is recommended, but not required. Spring, even-numbered years.*

CHE 385 — Forensic Science

4 hours credit

An introduction to the fundamentals of forensic laboratory work, topics include insects; blood typing; hair, fiber and trace evidence analysis; and the use of both wet chemical and instrumentation in the analysis of field samples. This course includes two hours lecture and two two-hour laboratories each week. *Prerequisites: CHE 111 and 112, CHE 110 or PHY 102 and CJ 380 or permission from the instructor. Fall.*

CHE 411 — Biochemistry

3 hours credit

Biochemistry is the study of the structure and function of carbohydrates, proteins, and lipids; properties of enzymes, enzyme kinetics, energy transformations, intermediary metabolism, biosynthesis of biomolecules; and regulation of cellular processes and functions. This course includes three hours lecture. *Prerequisites: CHE 301 and 302. Fall, odd-numbered years.*

COMMUNICATIONS

COM 221 — Speech Communication (also listed as ENG 221)

3 hours credit

Designed as an introduction to the basic principles of extemporaneous speaking, this course will familiarize students with workable methods for planning, preparing and delivering speeches. Course work will consist of reading, projects, tests, and a minimum of 3-4 speeches. *Fall and Spring.*

COMPUTER SCIENCE — see Management Information Systems

CRIMINAL JUSTICE

CJ 215 — Introduction to Criminal Justice

3 hours credit

This is a survey of the criminal justice system: philosophy and history of criminal justice agencies, analysis of the problems and needs of agencies involved in the criminal justice process, and a survey of professional career opportunities. *Fall.*

CJ 301 — Law Enforcement**3 hours credit**

This course comprises a survey of law enforcement concentrating on the police, with emphasis on functions (law enforcement, order maintenance, public service) and responsibilities (e.g., preservation of constitutional rights, community relations), including organizational and management aspects. *Fall*

CJ 305 — Criminal Investigations**3 hours credit**

This course provides an introduction to the lawful gathering and evaluation of information concerning criminal acts with attention to the fundamentals of investigation, and to the organization and management of the investigation process, including evidence processing, interrogation, and expert testimony accounts. *Fall*.

CJ 310 — Criminology**3 hours credit**

This course is an examination of the field of criminology, including theories of crime, criminality and causation. *Spring*

CJ 315 — Victimology**3 hours credit**

This course provides a study of the role of victims in crimes; their treatment by the criminal justice system; their decisions to report, or not to report, crimes occurring to them and their role in prosecuting offenders; participation in victim assistance programs; and victim compensation. Special focus in the course will be on sexual battery, domestic violence, and other crimes of personal violence. *Fall*

CJ 320 — Corrections**3 hours credit**

Corrections is an overview of historical correctional philosophies, practices, and procedures in the United States and the field's interaction with the other facets of the criminal justice system. *Fall*

CJ 325 — Juvenile Justice**3 hours credit**

This course provides an examination of juvenile delinquency and juvenile justice, including legal and social history, definition and explanation of delinquency, and assessment of delinquency prevention and correctional programs, with emphasis on application of philosophical, legal, and procedural principles to problems and cases of juvenile justice. *Spring*

CJ 330 — Professional Ethics and Legal Liabilities**3 hours credit**

This course is an introduction to the professional ethics associated with practitioners within the criminal justice system. Emphasis is placed on the legal liabilities, both civil and criminal, for practitioners in the enforcement and corrections fields. The course will explore a wide range of ethical and philosophical issues and moral dilemmas within the field of criminal justice. Topics include: principles of justice, deontology and utilitarianism, philosophical issues in sentencing, police and ethics, ethics and research, and the scope of state control. *Spring*

CJ 350 – The Study of Deviant Behavior (also listed as PSY 350)**3 hours credit**

This course is a general survey and theoretical review of the definitions, causes, and consequences of deviance and social control. Course content includes analysis of drugs, panics, sex, media violence, emotions of society, and other such concepts. *Prerequisites: PSY 111 and SOC 211 or CJ 215.*

CJ 360 — Drugs, Alcohol, and Organized Crime**3 hours credit**

This course addresses the history, pharmacology, health consequences, and crime-related aspects of illegal drugs commonly encountered by the criminal justice field in modern society. Emphasis is placed on the part organized crime plays in connection with illegal drugs and other criminal enterprises in the United States. *Fall*

CJ 370 — Report Writing**3 hours credit**

This course introduces the student to the basic concepts of writing effective and concise reports, highlighting communication and public relations skills. Course content includes an analysis of court appearances and document preparation. *Spring*

CJ 380 — Forensics and Crime Scene Investigations**3 hours credit**

The course contains materials concerning the introductory level of Forensic Investigations and its contribution to the Criminal Justice System. The course will concentrate on the application of scientific discipline relative to the examination and analysis of physical evidence, the processing of evidentiary environments and the proper collection and preservation of physical evidence in criminal investigations. The course will include instruction on proper crime scene investigative techniques and methods emphasizing “hands on” participation. *Spring*

CJ 405 - Criminal Law**3 hours credit**

This course provides an analysis of the origin and sources of criminal law as well as definition of parties to crimes and affirmative defenses. Course content includes discussion of specific crimes of common law, in-state, and national statutes. *Spring*

CJ 410 — Constitutional Law**3 hours credit**

This course involves an examination of the Constitution of the United States and relevant amendments, concentrating on the Bill of Rights and its interpretation relevant to operations in the criminal justice field. The course will focus on landmark court decisions and their implications on the law enforcement and corrections fields. *Spring, odd-numbered years.*

CJ 415 — Criminal Procedure**3 hours credit**

This course concentrates on the procedural components constituting the judicial process from initial entry into the system through appellate procedures and clemency. This course expands upon information contained in other classes from Introduction to Criminal Justice through Constitutional Law, drawing together all the elements found in the other classes and presenting them in a cohesive procedural context that enhances their significance and relevance. *Fall*

CJ 420 – Research Methods in Criminal Justice**3 hours credit**

This course is designed to help the student become familiar with, understand, and apply basic research methods and their application to the criminal justice discipline. The students will study research designs, types of data, ethical consideration of criminological research, and data analysis. Students will review and become familiar with qualitative, quantitative, and experimental methods as they are used in criminal justice research. Review and discussion of the process of analysis, interpretation and clarification of problems and issues of confidentiality, as well as the terminology of research, will be used to focus the student’s preparation for the role of research consumer. A working knowledge of SPSS for Windows (Statistical Package for the Social Sciences) will be acquired.

CJ 430 — Laws of Evidence**3 hours credit**

The course will examine procedural and substantive definitions of evidence and explore evidence as deductive reasoning, logical inference, and supposition within the rules of criminal and civil law. Evidence will be studied from a Constitutional perspective as well as the practical applications of court rules regarding the requisite of burdens of proof and standards of admissibility. *Prerequisites: CJ 215, CJ 405 and CJ 410. Fall, even numbered years.*

CJ 435 — Sociology of Law**3 hours credit**

This course of study links the examination of statutory law to core sociological issues such as the effects of law on society, social change and stability, order and disorder, the nation-state and capitalism. The sociology of law is a theoretically and methodologically based social science course of study utilizing sophisticated empirical investigations as the central means of studying the dynamics of law in society. *Fall*

CJ 440 — Management of Criminal Justice Organizations**3 hours credit**

The course will focus on the planning and human resource management required in modern criminal justice agencies. The course will include theories concerning leadership skills necessary to manage enforcement organizations, positions classification, recruitment, selection, supervision, performance appraisals, promotion, discipline and employee relations. *Spring*

CJ 450 — Advanced Readings in Criminal Justice**3 hours credit**

In this course the student pursues selected readings in a specific area of Criminal Justice not offered in the curriculum. This course can be taken only once and only by permission of instructor.

CJ 451 — Special Topics in Criminal Justice

3 hours credit

This course will allow an individual the ability to pursue directed reading and research in special areas of interest in the field of criminal justice. This course to be taken only once and only by permission of the instructor.

CJ 455 — Digital Crime Scene Replication

3 hours credit

This class is a continuation of Forensic Crime Scene Investigation and Criminal Investigations courses in which digital technology is used to create three-dimensional state-of-the-art presentations of evidence from the crime scene for investigative purposed and courtroom presentations. The use of digital technology will also be taught in areas such as restoration of poor or damaged evidence, photo restoration, and facial construction/reconstruction.

Prerequisite: CJ 305. Spring

CJ 485 — Internship

3 hours credit

The student works in field operations with a qualified criminal justice agency. The course is offered by permission of instructor and with approved supervision.

DRAMA

DRA 101 — Acting I

3 hours credit

This course is an introduction to acting techniques, which will be studied and practiced during each class period. Along with an overview of the evolution of the craft, emphasis will be placed on improvisation, eliminating tension, and overcoming inhibition. The course will foster an understanding of the actor's job: living truthfully under imaginary circumstances. *Fall.*

DRA 102 – Acting II: Character and Performance

3 hours credit

This course is a further exploration of the craft of acting with a focus on creating an organic performance in partnership with other actors. The course will include exercises pioneered by Constantin Stanislavsky as well as an overview of the Meisner technique. Students will learn the basics of portraying a character and the actor's responsibilities in a production. *Prerequisite DRA 101. Spring*

DRA 131 — Drama and the Theatre (also listed as ENG 131)

3 hours credit

An introduction to the history of theatre, drama, and the principal phases of theatrical production, this course will allow students to study theatre both analytically and practically. Course work will include study of theatre concepts, theatre history, production methods, and plays. Students will be expected to complete written and oral projects and to participate in theatre production. Can be used to meet the fine arts requirement in the core curriculum. *Fall.*

DRA 201 – Acting III: Advanced Scene Study

3 hours credit

This is a course in refining the actor's techniques. Students will learn in-depth text analysis, how to make sound acting choices, and how to prepare a role for performance. Course work consists of choosing, and rehearsing scenes with partners outside of class, then working on the scenes in class with the instructor. Students will perform in an end-of-term Classroom Showcase that will be open to the public. *Prerequisites: DRA 101, DRA 102, consent of the instructor*

DRA 202 – Acting for the Camera

3 hours credit

This course addresses the skills and techniques required in acting in video, television, and film productions. Students will perform scenes for one to three camera setups, and learn the basic technical skills required to assist as crew members in video shoots. The course will provide a basic overview of career options for screen actors and address current trends in the commercial, film, and television industry. *Prerequisites: DRA 101, DRA 102.*

DRA 210—Introduction to Screen Writing: Pre-Production**3 hours credit**

This is a beginning course in writing for the screen, covering both story elements (plot, action, character) and technical considerations. Topics covered include re-writing, technical writing, and direction. A primary focus of the course is script breakdown as it relates to film production, including pre-production issues as they relate to location, talent, release forms, craft services, staffing a crew and crew positions, and budget. *Prerequisites: ENG 101 & 102 or ENG 111 & 112*

DRA 234 —Theatre Production Practicum**1 hour credit**

This workshop emphasizes the practical application of the skills necessary to theatre production including lighting, sound, backstage crew, stage management, publicity, and front-of-house staff. *Prerequisite: Completed or enrolled in DRA 131. Offered on demand.*

DRA 235 – Film Production Practicum**1 hour credit**

This workshop emphasizes the practical application of the skills necessary to video, film, and television production, including lighting, sound, crew, and post-production. *Prerequisite: Completed or enrolled in DRA210. Offered on demand.*

DRA 305 – Theatre Production**3 hours credit**

Students in this course will learn the elements necessary to mount theatrical productions on the professional, community, and educational levels. Topics include fundraising, budgeting, marketing, finding performance space, legal obligations, and engaging technical and artistic personnel. The course will culminate in a theatrical performance produced by the class.

DRA 310 – Film and Video Production**3 hours credit**

Film and video production will introduce students to the technical process of shooting video. The course will cover camera technique, lighting, composition, shots and shooting styles, axis line, and an overview of directors and directing styles. The students will create, shoot, edit and complete two short projects for class.

DRA 315 – Careers in the Performing Arts**3 hours credit**

This course will introduce students to the wide array of career opportunities available in the performing arts, and provide an understanding of standard business practices in the fields of feature film, television, Broadway and Off-Broadway Theatre, professional tours, not-for-profit performing arts organizations, concert tours, and televised events. Special emphasis will be given to career strategies for the dramatic artists. Each student will develop a professional resume/headshot/portfolio and participate in a mock interview/audition at the end of the course. Research outside of class will be required. *Prerequisites: DRA 131, DRA 101, 102, DRA 305 DRA 310*

DRA 405 – Directing**3 hours credit**

Students in this course will learn the skills necessary to direct a theatrical production, including script analysis, blocking annotation, creating ground plans, stage composition, auditioning actors, and creating design concepts. Special emphasis will be given to working with actors, collaboration with designers, and rehearsal techniques. Each student will direct a workshop production of one-act play that will be open to the public. *Prerequisites:*

DRA 101, DRA 102, DRA 131, DRA 201, DRA 305

DRA 406 - History of Musical Theater (also listed as MUS 406)**3 hours credit**

This course will consist of a broad overview of musical theater in the western world from Baroque Italian opera to modern Broadway productions. *Prerequisites: MUS 231. Spring, even numbered years.*

ECONOMICS – see Business

EDUCATION

EDU 101 — Education as a Profession

2 hours credit

This course has as a major component the knowledge, skills, and dispositions necessary for entry into and progress through the MMC education program. . Prime parts of the course consist of learning about the Division of Education Conceptual Framework (REPS: Reflective Educators Preparing for Service), learning to use student/teacher/administrator management system (i.e., LiveText) for completion and submission of assignments, creating the e-portfolio within LiveText, making application to the MMC education program with all the required gateways, preparing for the Praxis exams, writing the program application essay, etc. General topics examined include history and philosophy of education, current learning theories and trends, how public education functions in America, and other ideas and information related to the psychology and practical nature of teaching. Attending one educational meeting (faculty or board) is also a component. *Spring*

EDU 101H — Education as a Profession

3 hours credit

This course is taken concurrently with EDU101. Students qualifying and electing to take this for honors credit are expected to work at a higher level of Bloom's Taxonomy in all assignments. Additionally the student(s) will work individually or cooperatively (when more than one is in the same section) with the instructor's oversight to prepare and present to the class at a designated time a report on an in-depth aspect of an issue or theory covered during the course. *Spring*.

EDU 305 — Educational Psychology (also listed as PSY 305)

3 hours credit

This course examines theories of learning and development as it applies to intervention, parenting, and education. Course content includes the study of moral, personality, language, and cognitive development; learning styles; intelligence and creativity; and cognitive and behavioral learning theories. *Prerequisite: PSY 111. Fall and Spring.*

EDU 310 — Music for Youth (also listed as MUS 310)

1 hour credit

For students majoring in church vocations, elementary education, or a related field, this course includes fundamentals of music, major approaches used in teaching music, music reading, singing skills, using simple instruments, and developing and implementing music lesson plans for the elementary grades. *Prerequisites: Junior standing. Fall and Spring.*

EDU 313 — Language Literacy

2 hours credit

The course addresses the principles and foundations of literacy development, methods and assessment strategies that support literacy development, and classroom practice which emphasizes the organizational and planning aspects of literacy instruction. A field experience is associated with the course and must be completed prior to receiving an end of course grade. *Prerequisite: Admittance into the education program. Fall.*

EDU 314 — Kindergarten Curriculum and Teaching Methods

2 hours credit

The course presents teaching and learning as an integrated activity taking place through children's play and activity. The course is primarily designed to acquaint teachers with the principles and guidelines of teaching in kindergarten, as stated by the National Association for the Education of Young Children and as stated in the curriculum guides utilized within schools of Tennessee. A field experience is associated with the course and must be completed prior to receiving an end of course grade. *Prerequisite: Admittance into the education program. Spring.*

EDU 315 — The Exceptional Child

3 hours credit

This course covers the foundations of education of exceptional students, including programs, services, technologies, and interventions. Included in the course is coverage of mental retardation, learning disabilities, behavior disorders, communication disorders, disorders of the sensory or physically impaired, and the gifted. There is a focus on use of learning styles, adapting lesson plans, and integration of students into the regular classroom. A field experience is associated with the course and must be completed prior to receiving an end of course grade. A required component

is a 10- hour field experience. *Prerequisite: Admittance into the education program. Spring.*

EDU 321 — Physical Education for Elementary Teachers (also listed as PED 321) 2 hours credit

This course is designed to cover materials and teaching methods for elementary schools. It includes all activities that would promote health and skills from the primary grades to the intermediate level. The methods and organization of a complete program are stressed. These areas include basic games, coordination, rhythms, dancing, and singing games. This course requires a field experience in the public schools. Field experiences must be completed before a grade is awarded for the course. *Prerequisite: Admittance into the education program. Spring.*

EDU 331 — Educational Assessment 3 hours credit

This course will include a consideration of the various types of tests used to evaluate student progress in the educational setting. Development of tests and interpretation of test data are studied. Attention is given to the use of tests both in the classroom and in various guidance processes. Both Praxis II and portfolio preparation are components of this course. A required component is a 10-hour field experience. *Prerequisites: PSY 111 and admittance into the Education Program. Fall.*

EDU 341 — Social Studies Methods 2 hours credit

Social Studies Methods addresses the basic principles and skills as well as trends and issues for teaching social studies to students in grades K-6. Emphasis is placed in social studies on developing student's understanding, attitudes, and intergration skills that are requisite for intelligently meeting activities associated with societal participation. Field experience is required. *Prerequisites: EDU 101 and admittance into the Elementary Education Program. Fall.*

EDU 342 — Classroom Management 3 hours credit

Principles and practices related to a classroom setting will be addressed in this course. Topics include models of discipline as set forth by leading educational theorists, learning styles, behavior modification, and reinforcement methods effective in maintaining a safe and orderly classroom. Exploring case studies is a major component of the course. A required component is a 10-hour field experience. *Prerequisite: Admittance into the education program. Spring.*

EDU 343 — Problem Solving K-6 2 hours credit

Through this math methods course, prospective K-8 teachers learn to foster a meaningful learning environment where students construct their own understanding of math. Cultivation of critical thinking, reasoning, and problem-solving skills through the use of a variety of math manipulatives, media, and methods is emphasized. This class requires a field experience in the public schools. Field experiences must be completed before a grade is awarded for the course. *Prerequisite: Admittance into the education program. Spring.*

EDU 344 — Natural Science Methods 2 hours credit

Natural Science Methods addresses the basic principles and skills as well as trends and issues for teaching science to students in grades K-6. This course prepares students to teach from a constructivist perspective via open-ended inquiry. Field experience is required. *Prerequisite: Admittance into the education program.*

EDU 360 – Multicultural Education (also listed as SOW 360) 3 hours credit

This course covers theoretical and practical applications of multicultural issues to learning and teaching in education. Critical issues of self-assessments, case assessment, and considerations of multicultural impact in relation to teaching and learning will be analyzed and evaluated.

EDU 410 — Technology in Education 3 hours credit

This course introduces a variety of technological devices and explores their use in instructional contexts. The main focus of the course is on the integration of computer applications; Internet research; and instructional computer-generated activities, charts, presentations, games, and projects for the K-12 curriculum. A field experience is

associated with the course and must be completed prior to receiving an end of course grade. A required component is a 10-hour field experience. *Prerequisites: MIS 210 or successful bypass exam, and admittance into the education program. Fall.*

EDU 412 - Language Literacy Methods

2 hours credit

The course offers pre-service teachers practical ideas to help students improve reading abilities. The course addresses the main components of a reading curriculum, such as motivating students to read, developing fluency and vocabulary, comprehension, phonemic awareness and phonics, and involving parents. Within each component are teaching strategies, activities, and resources to help students with specific reading problems which can be utilized for reading instruction. *Prerequisites: EDU 313 and admittance into the education program. Spring.*

EDU 422 Strategies for Teaching K-12 Physical Education

3 hours credit

This course is a study of research, methods, instructional design, materials, and media as they pertain to the physical education program at the K-12 level inclusive. Included will be the use of technology for teaching K-12 physical education. Additionally, a minimum of 40 hours of field experience is required during this course. Students are required to observe 16 hours in grades K-8 and 24 hours in grades 9-12 (observing classes with diversity is expected). *Prerequisite: Admittance into the Education Program. Fall.*

EDU 425 — Strategies for Teaching Grades 7-12

2 hours credit

This course is a study of research, methods, instructional design, materials, and the use of technology and media as they pertain to the secondary classroom in the major fields of biology, English, business, and history. Each candidate will focus all assignments and presentations in the specific program of study. A required component is a 12 hour field experience including 10 hours of high school shadowing and two hours of junior high observation. Each candidate will focus all assignments and presentations in the specific program of study. A required component is a 50-hour field experience. *Prerequisites: Admittance into the STEP. Fall.*

EDU 452 — Clinical Practice in Grades K-6

11 hours credit

Each student teaches a full day in a public elementary classroom for fifteen (15) weeks. Students are admitted to this course through a stringent screening process conducted by the Teacher Education Committee. No student is permitted to student teach unless that student has completed all degree requirements, made application, and been approved for clinical practice. Those applying for clinical practice must demonstrate accomplishment through professional dispositions, grades, quality points, and successful completion of field experiences. Upon completion of clinical practice, a letter grade is given. *Prerequisites: Completion of all course work in the major, admittance into the Elementary Education Program, successful completion of Praxis II exams, and approval for clinical practice by the Teacher Education Committee. Fall and Spring.*

EDU 453 — Clinical Practice Seminar, K-6

1 hour credit

This seminar is held in conjunction with EDU452, and offers an opportunity for student teachers to participate in small group discussions. The focus of discussion is on problems and issues associated with clinical practice. Topics include classroom management, discipline, parent teacher conferences, and working cooperatively with colleagues and administrators. Other subjects discussed include instructional methods, multicultural education, inclusion, and related topics that student teachers may encounter in schools. The development of the professional portfolio is a major component of this course. *Prerequisites: admittance into the Elementary Education Program and approval for EDU 452. Fall and Spring.*

EDU 456 — Clinical Practice in Grades 7-12

11 hours credit

Each student will teach a full day under the supervision of an approved teacher in an accredited public or private secondary classroom for fifteen (15) weeks. Students shall have two placements of 7-8 weeks duration each, with one in grades 7-8 and the other in grades 9-12. When 7/8 placement is not available two 9-12 placements will be made in different schools. Students are admitted to this course through a stringent screening process conducted by the Teacher Education Committee. No student is permitted to student teach unless that student has

completed all degree requirements, made application, and been approved for clinical practice. Those applying for clinical practice must demonstrate accomplishment through professional dispositions, grades, quality points, and successful completion of field experiences. Upon completion of clinical practice, a letter grade is given. *Prerequisites: completion of all course work in the major, admittance into the Secondary Teacher Education Program, successful completion of Praxis II exams, and approval for clinical practice by the Teacher Education Committee. Fall and Spring.*

EDU 457 — Clinical Practice Seminar, Grades 7-12 **1 hour credit**

This seminar is held in conjunction with EDU456 and offers an opportunity for student teachers to participate in small group discussions. The focus of discussion is on problems and issues associated with clinical practice. Topics include classroom management, discipline, parent-teacher conferences, working cooperatively with colleagues and administrators, instructional methods, multi-cultural education, inclusion, and related topics that student teachers may encounter. The development of the professional portfolio is a major component of this course. *Prerequisites: admittance into the Secondary Teacher Education Program and approval for EDU 456. Fall and Spring.*

EDU 458 — Clinical Practice in Grades K-12 **11 hours credit**

Each student will teach a full day under the supervision of an approved teacher in an accredited public or private secondary classroom for fifteen (15) weeks. Students shall have two placements of 7-8 weeks duration each, with one in elementary P.E. classes (grades K-6) and the other in secondary PE classes (grades 7-12). Students are admitted to this course through a stringent screening process conducted by the Teacher Education Committee. No student is admitted to clinical practice unless that student has completed all degree requirements, made application, and been approved for clinical practice. Those applying for clinical practice must demonstrate accomplishment through grades, quality points, and successful completion of field experiences. Upon completion of clinical practice, a letter grade is given. *Prerequisites: completion of all course work in the major, admittance into the appropriate Teacher Education Program, successful completion of all required Praxis II exams, and approval for clinical practice by the Teacher Education Committee. Fall and Spring.*

EDU 459 — Clinical Practice Seminar, Grades K-12 **1 hour credit**

This seminar is held in conjunction with EDU 458 and offers an opportunity for student teachers to participate in small group discussions. The focus of discussion is on problems and issues associated with clinical practice. Topics include classroom management, discipline, parent-teacher conferences, working cooperatively with colleagues, and administrators, instructional methods, multi-cultural education, inclusion, and related topics that student teachers may encounter. *Prerequisites: admittance into the appropriate Teacher Education Program and approval for EDU 458. Fall and Spring.*

EDU 480 — Transitional Licensure Mentoring **1 hour credit/Term**

This is one-semester course for approved teachers in the transitional licensure program. It must be repeated each semester for one to three years in which the candidate is teaching on a transitional license. The course is supervised by the MMC program coordinator and monitored by the Local Education Agency (LEA) representative. During the first year, the transitional licensure teacher shall engage in 50 hours of meetings, observations, in-service, and professional development each semester. During the second and third years (if necessary), the requirements will total approximately 25 hours per semester. The course is offered on a pass/fail basis during Fall Session I and Spring Session I. A course fee is required in addition to tuition. *Prerequisite: acceptance of application for a teaching position with the LEA on an transitional license.*

EDU 499 — Selected Topics and Readings in Education **1-3 hours credit**

This course covers selected topics and readings that are related to the student's area of study. Permission of the instructor and the Division Chair is required before registration. *Prerequisite: Senior classification. Offered on demand.*

ENGLISH

Students who lack adequate skills to be successful in college-level reading and writing will be required to complete basic course work in preparation for their college-level classes. Placement will be based on the Compass test, ACT scores, and/or diagnostic essays. Students who place in ENG 099 will be expected to complete ENG 100 before advancing to ENG 101. Exceptions may be made if warranted by subsequent testing and/or the recommendation of the program coordinator and the Vice President for Academic Affairs.

ENG 097 — Reading Strategies

3 hours institutional credit each

This course is designed to introduce students to the various strategies of successful college-level reading, including improved comprehension, speed, and vocabulary. Students who place in ENG 097 will be required to successfully complete the course before enrolling in sophomore-level literature classes. *Fall and Spring.*

ENG 099,100 — Developmental Writing I and II

3 hours institutional credit each

This two-semester course is designed to introduce students to the various strategies of successful college-level expository writing. Course instruction includes punctuation, grammar, mechanics, essay structure, and topic development. Course placement is determined by ability level as indicated by test scores. A student placed in Basic Writing (ENG 099 or ENG 100) must successfully complete ENG 100 in order to advance to ENG 101 Composition I. *Fall and Spring.*

ENG 101, 102 — Composition I & II

3 hours credit each

This two-semester course focuses on the conventions of standard written English. Parallel reading will be assigned. Research and analytical skills will be emphasized in the spring. *Fall and Spring.*

ENG 111, 112 — Honors English I & II

3 hours credit each

A two-semester course designed for students with high English ACT scores and high English grade point averages in high school, this course follows the same format as ENG 101, 102 but allows students to work in more challenging peer groups. *ENG 111 Fall, and ENG 112 Spring.*

ENG 131 — Drama and the Theatre (also listed as DRA 131)

3 hours credit

An introduction to the history of theatre, drama, and the principal phases of theatrical production, this course will allow students to study theatre both analytically and practically. Course work will include study of theatre concepts, theatre history, production methods, and plays. Students will be expected to complete written and oral projects and to participate in theatre production. Can be used to meet the fine arts requirement in the core curriculum. *Fall.*

ENG 201, 202 — World Literature I & II

3 hours credit

This is a chronological study of world literary masterpieces with consideration of the philosophical, religious, and esthetic contexts of their respective historical periods; involves some interdisciplinary review. *Prerequisites: ENG 101,102 or ENG 111, 112. ENG 201 Fall, ENG 202 Spring.*

ENG 203, 204 — British Literature I & II

3 hours credit each

This is a survey of British literature from the Middle Ages to the Twentieth Century, focusing on the changing dynamic of British literature and culture in the various literary periods. *Prerequisites: ENG 101,102 or ENG 111, 112. ENG 203 Fall, ENG 204 Spring.*

ENG 205, 206 — American Literature I & II

3 hours credit each

A survey of American literature from 1492 to the present, this course exposes students to a wide selection of American material from the age of exploration, colonial, revolutionary, Romantic, Civil War, realism, naturalism, modernism, post-modern, and contemporary periods. *Prerequisites: ENG 101, 102 or ENG 111, 112. ENG 205 Fall, ENG 206 Spring.*

ENG 221 — Speech Communication (also listed as COM 221)

3 hours credit

Designed as an introduction to the basic principles of extemporaneous speaking, this course will familiarize students with workable methods for planning, preparing, and delivering speeches. Course work will consist of reading, tests, and a minimum of 3-4 speeches. *Fall and Spring.*

ENG 301 — Nineteenth Century Novel

3 hours credit

This is a three-hour course for junior and senior level students. Students will read eight novels, as well as criticism about those novels included in the editions used in class. Students will write one long paper and take two tests. *Prerequisites: ENG 101, 102 or ENG 111, 112 and two semesters of Literature. Fall, alternate years.*

ENG 302 — Romantic and Victorian Poetry

3 hours credit

This course will focus on the English Romantic movement from about 1785 through the Victorian Period. Students will read the “Pre-Romantics,” proceed to the high Romantics, and on to the Victorians. Students will do research and give oral reports in addition to hearing lectures. *Prerequisites: ENG 101, 102 or ENG 111, 112 and at least one semester of Literature. Fall, alternate years.*

ENG 303 — Twentieth Century Novel

3 hours credit

The primary task in this overview of British and American writers of experimental fictional prose who wrote in the modern or contemporary periods will be to trace the impact and development of Modernist technique in long fiction. Students will read eight or more novels, take two essay tests, and write one research paper. Note: the list of novels will probably vary each time the course is offered. *Prerequisites: ENG 101, 102 or ENG 111, 112 and at least one semester of Literature. Fall, alternate years.*

ENG 304 — Twentieth Century Poetry

3 hours credit

This course will focus on the poetry of the Modern period. Students will read works of the early Moderns such as Thomas Hardy and William Butler Yeats, T.S. Eliot, Ezra Pound, Robert Frost, William Carlos Williams, and Wallace Stevens, as well as selections from more recent poets. Students will do research and share their findings with the class. *Prerequisites: ENG 101, 102 or ENG 111, 112 and at least one semester of Literature. Fall, alternate years.*

ENG 305 — Modern Drama

3 hours credit

This course will consist of a broad survey of British, American, and European plays from Ibsen to the present, focusing on the movement from the realistic drama of the early modern period to the multi-dimensional theatre of the present. Study will also include dramatic theory and staging techniques related to modern drama, as well as critical material related to the works of individual authors. Reading in the course may include earlier dramatic works as references for the study of modern and contemporary plays. *Prerequisites: ENG 101, 102 or ENG 111, 112 and at least one semester of literature. Spring, alternate years.*

ENG 306 — Ghost Story

3 hours credit

This course will assess the ghost story as both a cultural and literary product. Course content will include oral tradition, the history of the ghost story, and extensive readings in literary ghost stories from the English ghost story tradition. *Prerequisites: ENG 101, 102 or 111, 112 and at least one semester of Literature. Offered in the summer every year.*

ENG 309 — Children’s Literature

3 hours credit

This course focuses primarily on literature in the lives of children and the use of literature in the elementary school classroom. Course content will include the history of literature for children, the value of this literature, the responses of children to literature, and the various genres of children’s literature. *Prerequisites: English 101, 102 or 111, 112, and at least one semester of literature. Spring.*

ENG 311 — Technical Writing

3 hours credit

Technical writing is a practical writing course for the business world. Students will write a variety of letters and reports, with most emphasis given to a major, original, problem-solving report grounded in a real-world situation. *Prerequisites: ENG 101, 102 or ENG 111, 112 and at least one semester of literature. Spring, every four years.*

ENG 313 — Advanced Composition

3 hours credit

A development of the principles of prose writing. Advanced Composition will emphasize exposition, argument, and research as a means of learning and of communicating knowledge and ideas. *Prerequisites: ENG 101, 102 or ENG 111, 112. Fall, alternate years.*

ENG 315 — Advanced Grammar

3 hours credit

This course will focus on learning, or re-learning, the basics of grammar from parts of speech, to the sentence, to verbals, to diagramming, which will be a major part of the course. This course will assume that students will teach grammar and will include discussion on techniques of teaching, analyzing texts, interviews with teachers as to methods, and oral reports on techniques learned during the course. Students will be asked to do research on writing pedagogy and present their findings, and to write essay responses to chapters on language history. *Prerequisites: ENG 101, 102 or ENG 111, 112 and at least one semester of Literature. Fall.*

ENG 321 — Women's Literature

3 hours credit

In considering the influence of women in literary history and contemporary literature, the readings in this course will focus primarily on women novelists and prose writers from the seventeenth century to the present but may include the work of influential women writers from earlier periods. Attention may also be given to female poets and dramatists. *Prerequisites: ENG 101, 102 or ENG 111, 112 and at least one semester of Literature. Fall, alternate years.*

ENG 330 — Second Language Acquisition

3 hours credit

This course offers the student a theoretical and research-based perspective on second language acquisition (SLA) and prepares those who wish to teach in K-12, adult education, or overseas ESL settings to use SLA research and theory to inform teaching practice. *Prerequisites: ENG 101.102 or ENG 111, 112 and at least one semester of Literature or approval of the instructor. Fall*

ENG 331 — ESL Methodology

3 hours credit

This course serves as an introduction to the approaches and techniques for the teaching of second and/or foreign languages. It is designed to give future ESL instructors a foundation in the theoretical underpinnings of historical and contemporary ESL, instructional methods, analysis and critique of methodologies, and hands-on experience in pedagogically sound lesson planning. *Prerequisites: ENG 101.102 or ENG 111, 112 and at least one semester of Literature or approval of the instructor. Fall*

ENG 332 — ESL Assessment

3 hours credit

The course will explore a variety of approaches to assessment in ESL. Students will become familiar with current research in the area of testing in a second language, models of language assessment, the evaluation of language sub-skills and communication skills, as well as standardized, alternative, and authentic forms of assessment. *Prerequisites: ENG 101,102 or ENG 111,112 and at least one semester of Literature or approval of the instructor. Spring*

ENG 333 — TESOL Practicum

3 hours credit

This course offers future ESL instructors the opportunity to consider current ESL issues, approaches, and materials as they relate to actual classroom practice. Students will develop and critique curricula, lessons, and materials for specific student populations prior to observing and participating in the classroom and/or other educational setting. *Prerequisites: ENG 101,102 or ENG 111,112 and at least one semester of literature or approval of the instructor. Spring.*

ENG 341H — Readings in Literature**3 hours credit**

This course will survey recent world literature, including writings from a variety of cultures and countries. Students will study a variety of genres—prose, poetry, and drama—and will write a paper on a selected work/author. A basic intent is to focus on literature that is not generally covered in survey courses, or that is not covered in depth. *Prerequisites: ENG 101, 102 or ENG 111, 112 and participation in the Taylors Honors Program. Offered on demand.*

ENG 401 — Old and Middle English Literature**3 hours credit**

Focusing on “English” literature from approximately 450 to about 1450, this course will introduce the basics of Anglo-Saxon language through to the Middle English language of Chaucer. Students will potentially be asked to translate Anglo-Saxon literature, to give oral interpretations in Old and Middle English, and to write a research paper. *Prerequisites: ENG 101, 102 or ENG 111, 112 and at least one semester of Literature. Spring, alternate years.*

ENG 402 — Shakespeare**3 hours credit**

This course will comprise a study of 7-10 of Shakespeare’s major plays, including tragedies, comedies, and histories. Consideration will also be given to critical material related to the study of Shakespeare, as well as to the history of the period and the staging of Renaissance drama. The plays studied will vary each time the course is offered. *Prerequisites: ENG 101, 102 or ENG 111, 112 and at least one semester of Literature. Fall, alternate years.*

ENG 403 — Myth and Ancient Literature**3 hours credit**

This course considers the influence of myth on the literature of the Western tradition through a broad study of ancient literatures that includes Greek, Roman, Celtic, and Norse drama and/or epic. *Prerequisites: ENG 101, 102 or ENG 111, 112 and at least one semester of Literature. Fall, alternate years.*

ENG 404 — Restoration and Eighteenth-century English Literature**3 hours credit**

This course will focus on the prose, poetry, and drama composed by English writers after 1660 and before 1780. Emphasis will be given to Dryden, Pope, and Swift. Restoration comedy and the emergence and development of the novel will also be stressed by studying three representative works of each genre. *Prerequisites: ENG 101, 102 or ENG 111, 112 and at least one semester of Literature. Spring, every four years.*

ENG 405 — Major Authors**3 hours credit**

This course provides an in-depth study of the works of major authors whose writings have influenced the course of literary and cultural history. Course content will be narrowly focused and the specific authors studied will vary each time the course is offered. Possible topics include: Hemingway, Faulkner, and Fitzgerald; Whitman; Conrad and Lawrence, Chaucer; the Brontes, Austen, and Woolf. *Prerequisites: ENG 101, 102 or ENG 111, 112 and at least one semester of literature. Offered on demand.*

ENG 410 – Adolescent Literature**3 hours credit**

This course will focus primarily on literature for pre-teens, teenagers, and young adults. Course content will include the use of literature in the middle school and high school environments. The course will emphasize insightful analysis of literature for young people, as well as an awareness of genres and an assessment of the value of this literature. *Prerequisites: ENG 101, 102 or ENG 111, 112 and at least one semester of Literature. Spring.*

ENG 411 — Linguistics**3 hours credit**

An exploration of language from a societal and a personal perspective, this course is designed to make students aware of the nature and importance of language in life and in learning. In order to make the student aware of language as a field of study, to show the basic assumptions and methods of linguistics, and to introduce the terminology and scholarship in the field, course material will focus on the theory and the pragmatics of language

study and analysis. Course work will include written and oral projects, as well as field study. *Prerequisites: ENG 101, 102 or ENG 111, 112 and at least one semester of literature. Fall or Spring.*

ENG 412 — Creative Writing: Prose

3 hours credit

This course is structured as a workshop in the writing of fiction and other prose forms, encouraging the free exchange of ideas and the market strategies necessary to a successful career as a writer. Students will produce prose writings in a variety of forms for peer and faculty evaluation, and will be encouraged to work toward publication. *Prerequisites: ENG 101, 102 or ENG 111, 112 and at least one semester of Literature. Fall, alternate years.*

ENG 413 — Creative Writing: Poetry

3 hours credit

This course will focus on the reading, study, and creation of poetry. Students will be asked to read and imitate poems, and to create wholly original poems and share them with the class. Students will also do research into the methods of successful poets. There will be a workshop element to this class so that all efforts are shared and discussed. *Prerequisites: ENG 101, 102 or ENG 111, 112 and at least one semester of Literature. Spring, alternate years.*

ENG 420 — Research Strategies

3 hours credit

A course in research strategies and methodology focusing primarily on library research, ENG 420 is designed to provide the student with in-depth knowledge and experience in research methods and sources. Course content will also include instruction in electronic research and MLA citation requirements, as well as procedures for choosing appropriate research topics in language and literature courses. This course should be taken during the second or third year of the college career, and must be taken no later than the first semester of the final year of instruction. *Prerequisites: ENG 101, 102 or ENG 111, 112. Fall, and Junior or Senior standing.*

ENG 421 — Nature Literature

3 hours credit

This course surveys primarily North American writing about human interaction with the natural world. Participants will focus on individual writers and the paradigms they constructed or adopted in trying to understand and foster this interaction. These paradigms will be contrasted with the dominant modes of human interaction with nature in the author's period. Henry Thoreau, John Muir, Mary Austin, Aldo Leopold, Rachel Carson, Barry Lopez, Gary Snyder, and other writers will be the focus. Students will take two tests, write a research paper, and report on one related secondary monograph of the instructor's choice. *Prerequisites: ENG 101, 102 or ENG 111, 112 and at least one semester of literature. Spring, alternate years.*

ENG 422 — Southern Literature

3 hours credit

This course explores the nature of Southern literature. Students will read novels, short stories, plays, and essays by Southern writers. Students will do research and share their findings with the class. *Prerequisites: ENG 101, 102 or ENG 111, 112 and at least one semester of Literature. Spring, every four years.*

ENG 423 — Introduction to Film

3 hours credit

This course will look at a variety of landmark films and the critical debates they have spawned. The films presented represent an historical overview of the evolution of this art form. Students will watch films in class and read theoretical works about the films for discussion. Students will also take two exams and write one theoretical research paper about a film. *Prerequisites: ENG 101, 102 or ENG 111, 112 and at least one semester of Literature. Spring, alternate years.*

ENG 424 — Special Topics

3 hours credit

Special topics in the field will be taught as interest among the students and availability of faculty allow. Possible topics include Native American literature, mystery and detective fiction, science fiction, gothic literature, and the short story. These courses may be substituted for comparable courses in the English program with the permission of the instructor and the student's mentor. *Prerequisites: ENG 101, 102 or ENG 111, 112 and at least one semester*

of Literature. Offered on demand.

ENG 425 — Senior Thesis

3 hours credit

In the final semester of the senior year, each English major will, in consultation with a mentor chosen from among the senior English faculty, complete a major research and writing project on the work of a particular author, or on works sharing some topical commonality. The topic will be chosen according to the student's major interest and field of study, with the project supervised by a mentor in the same or a related field of study. Additionally, the student will attend a weekly seminar session covering topics related to research and writing, career options, and issues in the field. *Prerequisite: Senior status, English major. Offered on demand.*

ENGLISH AS A SECOND LANGUAGE

Non-native speakers who lack adequate English language skills to be successful in regular classes will be required to take courses designed to improve their English skills. Placement in these classes will be based upon the COMPASS test and placement tests administered by the ESL faculty.

ESL 095 — Speaking

2 or 3 hours institutional credit

This course will focus on the basic oral skills needed for academic discourse, with emphasis on academic presentations, vocabulary acquisition, fluency and accuracy in speaking and pronunciation.

ESL 096 — Listening

2 or 3 hours institutional credit

This course will focus on the basic aural skills needed for academic discourse, with emphasis on general listening comprehension, lecture situations, vocabulary acquisition, and active listening skills.

ESL 097 — Grammar

2 or 3 hours institutional credit

This course will focus on developing morphosyntactical, semantic and pragmatic competence with grammatical structures.

ESL 098 — Reading

2 or 3 hours institutional credit

This course will focus on the basic critical reading skills needed for success in academic environments, with emphasis on the application of reading strategies to a variety of academic texts, reading comprehension, vocabulary acquisition, and phonemic awareness (with phonics).

ESL 099 — Writing

2 or 3 hours institutional credit

This course will focus on the mechanics of academic writing, with emphasis on writing as a process and vocabulary acquisition.

ESL 101 — Listening and Speaking

3 hours institutional credit

This course will focus on the basic oral and aural skills needed for academic discourse, with emphasis on lecture situations, academic presentations, and vocabulary acquisition. Pronunciation and pragmatics training will also be provided to ensure comprehensibility. *Fall*

ESL 102 — Reading and Writing

3 hours institutional credit

This course will focus on basic composition and critical reading skills. Students will read a variety of academic texts and receive instruction in various rhetorical modes of development. The course will emphasize writing as a process, vocabulary acquisition, and reading strategies. *Fall*

ESL 103 — Listening and Speaking

3 hours institutional credit

This course will provide the intermediate and advanced oral and aural skills needed to succeed in academic

environments. The course will continue to emphasize lecture situations, presentations, vocabulary acquisition, and will include exposure to academic debates and discussions. Continued pronunciation and pragmatics training will be incorporated. *Fall and Spring.*

ESL 104 — Reading and Writing

3 hours institutional credit

This course will focus on intermediate and advanced composition and critical reading skills. Reading materials will be chosen from a variety of academic contexts and composition tasks will complicate the use of various rhetorical modes. This course will continue the emphasis on writing as a process, vocabulary acquisition, and reading strategies. *Fall and Spring.*

FOREIGN LANGUAGE

Students who have had two years or more of a foreign language in high school with a passing grade may not take the elementary course in that language for credit. They may audit the elementary course if they choose. Normally, students with two high school units in a foreign language begin with the intermediate course in that language or the elementary course in a different language.

FLG 111, 112 — Elementary French

3 hours credit each

Elements of grammar, pronunciation, reading, and writing, with emphasis on the use of practical French will be studied. The second semester will place greater stress upon writing. *FLG 131 Fall, FLG 132 Spring.*

FLG 211, 212 — Intermediate French

3 hours credit each

This is a continuation of the study of French grammar with composition, reading, conversation, and simple oral reports. *Prerequisites: FLG 111, 112 or the equivalent. FLG 211 Fall, FLG 212 Spring.*

FLG 121, 122 — Elementary Spanish

3 hours credit each

Elements of grammar, pronunciation, reading, and writing, with emphasis on the use of practical Spanish will be studied. The second semester will place greater stress upon writing. *FLG 121 Fall, FLG 122 Spring.*

FLG 221, 222 — Intermediate Spanish

3 hours credit each

This is a continuation of the study of Spanish grammar with composition, reading, conversation, and simple oral reports. *Prerequisites: FLG 121, 122 or the equivalent. FLG 221 Fall, FLG 222 Spring.*

FLG 131, 132 — Elementary German

3 hours credit each

This class will focus on the elements of grammar, pronunciation, reading and writing, with emphasis on the use of practical German. The second semester will place greater stress on writing. *FLG 131 Fall, FLG 132 Spring.*

FLG 231, 232 — Intermediate German

3 hours credit each

This course is a continuation of the study of German grammar emphasizing composition, reading, conversation, and simple oral reports. *Prerequisites: FLG 131, 132 or the equivalent. FLG 231 Fall, FLG 232 Spring.*

FLG 321 Advanced Spanish I

3 hours credit

This course offers students advanced exposure to the elements of Spanish grammar, readings about the history and cultures of the various Spanish-speaking countries. Articles about writers, painters, musicians, explorers, daily life and social problems and samples of Spanish literature will be read and discussed. Grammar will include a review of the past and past perfect tenses, and the preterite and imperfect tenses. New material will include much new vocabulary, the future and conditional tenses, the present and past subjunctive, and other constructions encountered in literature. *Prerequisites: FLG 221, 222 or permission of the instructor.*

FLG 322 Advanced Spanish II

3 hours credit

This course is a continuation of advanced Spanish studies from FLG 321. Along with the verb tenses and vocabulary used primarily in reading and writing literature, students will also be exposed to more complex sentence structures and idiomatic expressions, including the complex uses of the subjunctive tenses. In order to learn and use new vocabulary, the class will read cuttings from articles and stories by Spanish authors and then write and speak about those topics in Spanish. An attempt will be made to explore contemporary topics and problems of Spanish speaking peoples. To that end, we will invite some of the native speakers of Spanish here at Martin Methodist College to speak to the class.

Prerequisites: FLG321 or permission of the instructor.

FIRST YEAR SEMINAR

FYE 100 — Learning Strategies

3 hours credit

This course is designed to introduce students to the various strategies of successful college-level learning including generating questions from lecture notes, test preparation, time and task management, critical thinking skills, learning different types of information, writing, research, and public speaking.

FYE 101 — First Year Experience Seminar

1 hour credit

FYE 101 is the beginning of an overall educational journey resulting in individuals who have learned to learn and to think about their world in intentional, constructive, critical, and reflective ways. The course provides students access to knowledge and skills that will make them more successful in college and encourage them to seek fulfilling lives of continued learning. Course content includes learning and study skills, test-taking skills, time management skills, and life skills (service, career choices, health and wellness, diversity, relationships, handling stress, personal safety, and finances). Students are encouraged to explore their potentials; to develop tolerance and respect for others; to build stronger interpersonal relationships; and to formulate a greater sense of self-identity, self-achievement, and civic responsibility. *Fall and Spring.*

GEOGRAPHY — see History

HEALTH — see Physical Education

HISTORY

HIS 104, 105 — Western World Culture

1 to 3 hours credit each

This course provides the student with insights into the history, organization, and activities of the European community. This course is a study tour of Europe. *Prerequisite: permission of the instructor. Offered on demand.*

HIS 106, 107 — North American Culture

1 to 3 hours credit each

The student is provided with insights into the history, organization, and activities of the North American community. This course is a study tour of North America. *Prerequisite: permission of the instructor. Offered on demand.*

HIS 111, 112 — History of Civilization

3 hours credit each

This course is a survey of cultural, economic, political, religious, and social developments in world history, with an emphasis on the West. HIS 111 concentrates on antiquity to 1600. HIS 112 covers the period from 1600 to the present. *HIS 111 Fall, HIS 112 Spring.*

HIS 201, 202 — History of the United States

3 hours credit each

This is a survey of cultural, political, social, and economic developments particularly as they reflect the development of the American democratic tradition. A detailed study is made of those forces and movements which

have exercised a permanent influence. HIS 201 covers the period to 1865. HIS 202 covers the period from 1865 to the present. *HIS 201 Fall, HIS 202 Spring.*

HIS 221 — American Government

3 hours credit

This course is designed to trace the development of the Constitution, the democratic concept of government, and the American legal institutions from their origins to the present, and to acquaint the student with major judicial decisions which have played major roles in shaping and developing the American democratic philosophy of government. *Fall, alternate years.*

HIS 222 — State and Local Government

3 hours credit

This course is designed to acquaint the student with the structure, powers, functions, politics, and relations of state government; with the federal system; with the machinery and problems of local government and city government; with mayor-council, commission, city manager, metropolitan government; with local planning, zoning, schools, police and fire departments, municipal courts, and finance and administrative problems. *Spring, alternate years.*

HIS 241 — World Geography

3 hours credit

A general survey of the political, social, and ecological systems of the world, this course is concerned with the complexity and diversity of world peoples and cultures. *Fall, alternate years.*

HIS 300 — Historiography and Historical Method

3 hours credit

This course is an introduction to the techniques of historical methodology, and to some of the major literature. *Prerequisites: HIS 111-112 or HIS 201-202. Spring, odd years.*

HIS 320 — Ancient Greece and Rome

3 hours credit

This course presents a survey of Greek civilization through the Hellenistic Age, and a treatment of Roman civilization to the fifth century A.D, with emphasis on literature, art, philosophy, political institutions, and political developments. *Prerequisites: HIS 111, 112. Offered on sufficient demand.*

HIS 322 — Medieval Europe, 476 -1300

3 hours credit

This courses provides a history of political, social, intellectual, and religious developments in Europe from the collapse of the Roman Empire to the beginning of the Italian Renaissance, with an emphasis on the role of the Church in the shaping of medieval culture. *Prerequisites: HIS 111, 112. Offered on sufficient demand.*

HIS 324 — Renaissance and Reformation

3 hours credit

This course presents a history of Europe from the beginning of Renaissance to the end of the Thirty Years' War, with emphasis on the decline of medieval institutions, the growth of humanism, the Protestant and Catholic Reformations, and the wars of religion. *Prerequisites: HIS 111, 112. Fall, odd years.*

HIS 331 — Early Modern Europe, 1648-1789

3 hours credit

This course offers a survey of Europe's political, economic, and intellectual development from the age of Louis XIV to the eve of the French Revolution. *Prerequisites: HIS 111, 112. Offered on sufficient demand.*

HIS 333 — The French Revolution and Napoleon

3 hours credit

This course offers a study of the changes in France and Europe during the Revolutionary decade, the rise of Napoleon, and the establishment of French hegemony over the continent. *Prerequisites: HIS 111, 112. Offered on sufficient demand.*

HIS 335 — Europe, 1848-1914

3 hours credit

This course is a study of the political, social, economic, and intellectual developments from 1848-1914, which brought European culture to its zenith and contributed to Europe's global dominance. *Prerequisites: HIS 111, 112. Offered on sufficient demand.*

HIS 338 — Europe, 1914-1945

3 hours credit

This course examines the Great War, European reconstruction, the rise of authoritarian and totalitarian regimes, and the Second World War. *Prerequisites: HIS 111, 112. Offered on sufficient demand.*

HIS 340 – Tennessee History

3 hours credit

This course examines the unique geography, history, literature, folklore, and culture of Tennessee from the colonial period in the eighteenth century until the present. *Prerequisites: HIS 201, 202. Spring, even years.*

HIS 342 — Colonial, Revolutionary, and Early National America, 1607-1800

3 hours credit

This course is a study of the formation of European colonies in North America, the British ascendancy, the emergence of sentiment for independence, the Revolutionary War, the Articles of Confederation, the Constitution, and the rule of the Federalists. *Prerequisites: HIS 201, 202. Offered on sufficient demand.*

HIS 350 — Jeffersonian and Jacksonian America, 1800 -1848

3 hours credit

This course is a study of the political, social, and intellectual developments in the United States from the rise of Jeffersonian Democracy in the Revolution of 1800, to the War of 1812 and the Era of Good Feelings, to the rise of Andrew Jackson and Jacksonian Democracy, with an emphasis on growing sectional debate and westward expansion. *Prerequisites: HIS 201, 202. Spring, even years.*

HIS 354 — Antebellum America, Civil War, and Reconstruction, 1848-1877

3 hours credit

A study of social, economic, and political development of American society from the antebellum era through Reconstruction, this course emphasizes those features that led to the Civil War, the impact of the war on northern and southern society, and the political and social impact of Reconstruction. *Prerequisites: HIS 201, 202. Offered on sufficient demand.*

HIS 360 — American Gilded Age and Age of Reform, 1877-1919

3 hours credit

This course offers a study of the rise of big business and industry, the settlement of the Great Plains, the Populist Movement, Progressivism, and World War I. *Prerequisites: HIS 201, 202. Offered on sufficient demand.*

HIS 364 — American in Depression and War, 1919-1945

3 hours credit

A study of American politics and society during the 1920's, the Great Depression, and World War II. *Prerequisites: HIS 201, 202. Offered on sufficient demand.*

HIS 370 — The United States Since 1945

3 hours credit

A study of the United States since 1945 with emphasis on the impact of the Cold War, the Vietnam War, and the War in Iraq on American society, as well as an understanding of various movements of social change, such as civil rights, student protests, and the women's movement. *Prerequisites: HIS 201, 202. Offered on sufficient demand.*

HIS 402 — History of Africa

3 hours credit

Students will examine the history of sub-Saharan Africa from prehistoric times to the present. Special emphasis will be placed upon the themes of Islam in Africa, African slavery and the slave trade, the colonial period, the South African experience, and modern culture and society in sub-Saharan Africa. *Prerequisites: HIS 111, 112. Offered on demand.*

HIS 408 — History of the Far East

3 hours credit

This course is a study of the evolution of social, political and cultural patterns in East Asia, with an emphasis on Japan and China. *Prerequisites: HIS 111,112. Fall, even years.*

HIS 412 — History of the Middle East

3 hours credit

A history of Middle East from prehistory to the present, this course places special emphasis upon the region's religious, economic, and political influence upon world history. *Prerequisites: HIS 111, 112. Offered on sufficient demand.*

HIS 418 — Latin America **3 hours credit**

This course offers a discussion of the political, cultural, and economic forces which have conditioned the development of institutions and ideas in Spanish and Portuguese America. *Prerequisites: HIS 111, 112. Offered on sufficient demand.*

HIS 422 — History of the South **3 hours credit**

This course is a study of the political, economic, and social developments of the region, looking toward an understanding of present conditions and problems of the South and the impact the region had upon the development of the nation as a whole. *Prerequisites: HIS 201, 202. Offered on sufficient demand.*

HIS 425 — American Westward Movement **3 hours credit**

This course is a study of the relation of westward movement to the development of the United States with a focus on the problems of the frontier and the influence of the frontier on American institutions. Specific subjects include Native America, colonial frontier, Trans-Appalachian and Trans-Mississippi West, exploration, fur trade, Hispano-Indian-white relations, western expansion, mining frontier, cattle frontier, military conquest of the Plains, violence, reservation life, farming frontier, and myth vs. reality. *Prerequisites: HIS 201, 202. Fall, even years.*

HIS 430 — American Environmental History **3 hours credit**

This course examines the impact of human interaction with the natural world and the consequences of this interaction upon both American society and the American landscape. *Prerequisite: HIS 201-202. Offered on sufficient demand.*

HIS 432 — Diplomatic History of the United States **3 hours credit**

This course is a study of the United States diplomatic relations with foreign nations since 1778, with special emphasis on how the relationship between domestic and foreign concerns led the United States to become involved in territorial and commercial expansion, international wars, and revolutions around the world. *Prerequisites: HIS 201, 202. Offered on sufficient demand.*

HIS 435 — Social and Cultural History of the United States **3 hours credit**

This course is an intellectual history which focuses upon the social and cultural forces that shaped the development of the American character. *Prerequisites: HIS 201, 202. Spring, odd years.*

HIS 437 — America and the Vietnam Conflict **3 hours credit**

An analysis and assessment of America's involvement in and conduct of the Vietnam Conflict and the impact of the conflict upon American society, this course has the goal of providing an understanding of our principal ally (South Vietnam) and our principal enemy (North Vietnam). *Prerequisites: HIS 201-202. Offered on sufficient demand.*

HIS (REL) 440 — Religion in America **3 hours credit**

This course offers a survey of the American religious experience from the colonial period to the present that focuses upon the various historic forms of Christianity and emphasizes the role of religion in American social, cultural, intellectual, and political development. *Prerequisites: HIS 201-202 or by permission of the instructor. Fall, even years.*

HIS 450 — History of Islam **3 hours credit**

This intensive course focuses upon the development and spread of Islam, the rise and fall of the Islamic Empire, Islam under colonial rule and the rise of nationalism, and the development of Islamic fundamentalism. *Prerequisites: HIS 111, 112. Offered on sufficient demand.*

HIS 455 — Tudor-Stuart England, 1485-1714 **3 hours credit**

This course examines the political, intellectual, and cultural developments from Henry VII through Queen Anne. *Prerequisites: HIS 111, 112. Offered on sufficient demand.*

HIS 460 — The British Empire**3 hours credit**

This course addresses the history of British imperialism from the 16th century to modern times and explores the global nature of the empire. *Prerequisites: HIS 111, 112. Offered on sufficient demand.*

HIS 462 – Germany from Bismark to Hitler**3 hours credit**

This class will examine the history of Germany since its formation in the mid-1800s, through its key role in both world wars. *Prerequisites: HIS 111, 112.*

HIS 465 — The World Since 1945**3 hours credit**

This course is a study of the major movements, events and personalities which have shaped Europe and the world since 1945. The central emphasis will be on international relations and on Europe, although attention will be given to other regions of the world. *Prerequisites: HIS 111, 112. Offered on sufficient demand.*

HIS 480 — Readings in History**3 hours credit**

This course is designed for the advanced student who desires to pursue individual research in a specific phase of history. Open only to upper division students. *Prerequisite: Permission of instructor. Offered on sufficient demand.*

HIS 495 — History Capstone**3 hours credit**

This course is designed to assess student techniques of historical methodology, understanding of historical thought, and ability to formulate historical arguments. A portfolio of past work will serve as the basis for a series of in-depth methodological papers, culminating in a long research project. *Prerequisite: HIS 300.*

HIS 499 — Special Topics in History**3 hours credit**

This course is a study of one or more carefully selected historical topics. *Prerequisite: Permission of instructor. Offered on sufficient demand.*

HONORS**HON 440 — Honors Tutorial****1 hour credit**

During the next to last semester of the senior year, honors students planning to take HON 441 will equip themselves for writing their senior thesis in this mostly self-paced thesis tutorial class. In consultation with a faculty mentor in the student's discipline, the student will compile a readings list and will become familiar with research and writing techniques and methods within the discipline. These readings, research, and writing preparations will be employed in writing the senior thesis during the student's final semester (*see HON 441*).

HON 441 — Honors Thesis**3 hours credit**

In the final semester of the senior year, each honors student will, in consultation with a mentor in the student's major, complete a major research and writing project. The topic will be chosen according to the student's major interest and field of study, with the project supervised by a mentor in the same or a related field of study. The student will also engage second and third faculty readers for the thesis, including at least one from a field other than the student's major. An oral defense of the project, to be presented to the honors council and open to all students and faculty, will follow the written thesis.

HUMANITIES**HUM 200 — Introduction to French Language and Culture****3 hours credit**

An extensive integrated program of international study, this course seeks to provide the opportunity for acquisition of linguistic skills and cultural insights through total immersion. This program is designed to equip students to function in a global context with deeper perception and the appreciation for multi-cultural reality that is the basis of modern life and society. *Summer.*

HUM 300 — Introduction to Spanish Language and Culture **3 hours credit**

An extensive integrated program of international study, this course seeks to provide the opportunity for acquisition of linguistic skills and cultural insights through total immersion. This program is designed to equip students to function in a global context with deeper perception and the appreciation for multi-cultural reality that is the basis of modern life and society. *Summer.*

LIBERAL ARTS

LBA 400 — Senior Research Project **3 hours credit**

In the final semester of the senior year, the student will complete a major research and writing project on a subject of cultural, societal, or historical concern. The topic will be chosen in consultation with a mentor chosen from among the senior faculty in the divisions related to the major (Humanities, Social Sciences, or Natural Sciences). The selected mentor will supervise the project and serve as first reader. A second and third reader will also be chosen from among the appropriate senior faculty. The research will be defended in a presentation before interested members of the faculty and the student body.

LIBRARY SCIENCE

LIB 205 — Library Research and Reference Skills **3 hours credit**

This course is designed to familiarize students with the resources offered by an academic library and to develop the skills needed to utilize this knowledge in the preparation of term papers, presentations and other assignments. *Fall.*

MANAGEMENT INFORMATION SYSTEMS

MIS 114 — Keyboarding **3 hours credit**

This course offers basic instruction on the electronic alpha-numeric keyboard. Students needing to operate a computer terminal will receive basic skills that will allow input of information swiftly and efficiently. Students with two or more years of high school keyboarding may not take the course for credit. *Offered on demand*

MIS 120 — Introduction to Computer Processing **3 hours credit**

This course is the introductory information system course. The course includes instruction in word processing, spreadsheet, databases, computer presentations, and Internet research. As society and our personal lives often require frequent computer transformations, this course attempts to explore and update its content to accommodate these changes. *Offered on demand.*

MIS 210 — Information Management I **3 hours credit**

This course will introduce the student to basic file management and internet functions, word processing, electronic spreadsheet software, database management software, and presentation software as well as introducing the data sharing capabilities of each application. Students will develop a term project in which word processing documents such as reports, memos, and tables will be incorporated with spreadsheet documents to provide an integrated document. Business based case problems will be the method of instruction. This course has a required laboratory. *Fall and Spring.*

MIS 220 — Information Management II **3 hours credit**

This course will focus on intermediate to advanced functions within office suite applications. In addition, the student will work with basic file management and internet functions, and will use the data sharing capabilities of each application. This course has a required laboratory. *Fall and Spring.*

MIS 340 — Introduction to Programming Logic and Design **3 hours credit**

As the first class in the discipline, this class addresses the fundamentals of sound programming and explores the methodologies of program design, testing, and implementation with an emphasis on the creation of effective and efficient programs to solve business problems. C++ will be used as the programming language for this course. This course has a required laboratory. *Prerequisite: MIS 210 or MIS 220. Fall.*

MIS 350 — Introduction to Program and Systems Development **3 hours credit**

This course will build on MIS340 and will require students to design and write more complex object-oriented system modules using C#. Using business case problems, students will write programs which can be combined to develop systems. An overview of systems design will be included with special emphasis on database management and data sharing. This course has a required laboratory. *Prerequisites: MIS 210 or MIS 220 and MIS 340. Spring.*

MIS 360 — Visual Basic and Business Applications **3 hours credit**

This class is designed to build on the introduction the student received in Visual Basic macros in the MIS 210 and MIS 220 classes as well as the programming principals learned in the MIS 340 class. The student will develop business applications in Visual Basic which make use of several application software packages with which the student should be familiar. This course has a required laboratory. *Prerequisites: MIS 210 or MIS 220 and BUS 320. Spring.*

MIS 380 — E-Commerce and Web Pages **3 hours credit**

This class is designed to introduce the student to the fundamentals of e-commerce. Java will be used to develop business-based application projects which use the internet to disseminate and capture information from the World Wide Web. This course has a required laboratory. *Prerequisite: MIS 210 or MIS 220 and BUS 320. Fall.*

MIS 385- Web Development **3 hours credit**

This course will introduce the student to Web development using HTML, XHTML, CSS, and multimedia Web content. The course includes planning, design, development, and publishing of a Web site. This course is a general web design course, and though not a prerequisite, students would benefit from taking MIS 380 prior to taking this course. *Spring.*

MIS 410 — Information Systems Applications **3 hours credit**

This course will provide the student a thorough understanding of the movement of data within an organization. The student will be assigned business based case problems which require use of all software applications (word processing, spreadsheets, database management, presentation, communication, and web page development) in order to develop an integrated information system. This course has a required laboratory. *Prerequisites: MIS 210 or MIS 220 and BUS 310. Spring.*

MIS 420 — Operating Systems Analysis and Administration **3 hours credit**

This course will provide the student a comprehensive view of operating systems concepts including theoretical principals and practical implementations. Networked file systems, installation and administration of operating systems and networks, as well as backup and system redundancy will be discussed. This course has a required laboratory. *Prerequisites: MIS 210 or MIS 220. Fall.*

MIS 430 — Networks and Distributed Data Processing **3 hours credit**

This course will offer the student implementation-oriented experience in implementing networks and in supporting distributed data processing. This course is intended to provide real life case problems for which the students can design and implement distributed systems in which data transmission is seamless from the PC to the net. This course has a required laboratory. *Prerequisites: MIS 210 or MIS 220. Spring.*

MIS 440 — System Analysis and Design **3 hours credit**

This course will give the student a comprehensive understanding of the principles and practices of designing, implementing, and managing large business systems. The student will use Visio to develop system designs. Both computerized and traditional systems will be examined. This course has a required laboratory. *Prerequisites: MIS 210 or MIS 220. Fall.*

MIS 450 — Database Development and Administration**3 hours credit**

This course is designed as an intensive database management course in which the student will design and develop a database system and use it in conjunction with other software application packages to produce information in a business oriented setting. The student will use Visio to develop database system designs. *Prerequisites: MIS 210 or MIS 220. Spring.*

MIS 460 — Practicum**3 hours credit**

This course will comprise an on-site experience in business, industry, or other appropriate setting that is jointly supervised by the college and institutional personnel. *Prerequisites: Senior status and permission of the Program Coordinator. Offered on Demand.*

MIS 470- Security of Information Systems**3 hours credit**

This course will examine the methodology and practice of providing security in modern information systems. Design, development, auditing, and maintaining security of information systems will be examined in detail. The course will provide the student a comprehensive understanding of the theoretical and practical elements of internet security, ethics in information security, intrusion detection, risk management, cryptography and physical security will be discussed. *Fall.*

MIS 490 — Special Topics in Management Information Systems**3 hours credit**

Students enrolled in the course will explore relevant and timely topics in the area of Management Information Systems and related disciplines. The students will be exposed to various media including traditional print media and video as well as emerging media technology such as blog postings, webcasts or online discussion boards. Requirements will include a research paper and presentation on a semester research project. *Prerequisite: Permission of the instructor. Offered as needed.*

MATHEMATICS**MAT 099— Developmental Mathematics****3 hours institutional credit**

This is a one-semester developmental course which includes a study of whole numbers, fractions, decimals, percents, ratio and proportion, units of measure, geometry, basic statistics, and an introduction to algebra. Calculators of any kind are not permitted in this course. The use of a calculator or any computational device on any assignment or test in this course will be considered academic dishonesty and a violation of the Honor Code. *Fall.*

MAT 100 — Elementary Algebra**3 hours institutional credit**

This is a one-semester developmental course designed especially for those students with less than one year of high school algebra. This course consists of the traditional topics in a beginning algebra course. Students may use this course as a preparatory course for entrance into Mathematics 111. This course is not open to students with one or more years of high school algebra and does not meet the mathematics requirement for graduation. Calculators of any kind are not permitted in this course. The use of a calculator or any computational device on any assignment or test in this course will be considered academic dishonesty and a violation of the Honor Code. *Fall.*

MAT 111, 112 — Introductory College Mathematics**3 hours credit each**

This is a two-semester course which includes the study of many of the topics in intermediate algebra. The first semester includes a study of properties of real numbers, sets, exponents and roots, linear equations and inequalities, the Cartesian Coordinate System, systems of linear equations, polynomial functions, graphing, Cramer's Rule, and factoring. The second semester includes the study of rational expressions and equations, complex numbers, quadratic equations and inequalities, the conic sections, exponential and logarithmic functions, arithmetic and geometric sequences. Emphasis is placed on problem-solving skills necessary for entrance into college algebra. *Prerequisites: One year of high school algebra and one year of geometry or satisfactory completion of MAT 100; MAT 111 or permission of the instructor is a prerequisite for MAT 112. Fall and Spring.*

MAT 131 — College Algebra**3 hours credit**

This course includes the study of functions and their graphs, linear equations and inequalities, linear curve fitting, mathematical modeling applied to functions, polynomial and rational functions, exponential and logarithmic functions. The graphing calculator is required and is used extensively in this course. *Prerequisites: Two years of high school algebra and one year of geometry, or satisfactory completion of Math 112. Fall and Spring.*

MAT 141 — Precalculus**5 hours credit**

This is an integrated course in college algebra and trigonometry designed to provide an adequate background for an intensive study of analytic geometry and calculus. Topics include the system of real numbers; algebraic, exponential logarithmic, and trigonometric functions; complex numbers; theory of equations and other selected topics. The use of a graphing calculator is required in this course. *Prerequisites: Two years of high school algebra and one year of geometry or the satisfactory completion of Math 131. Fall.*

MAT 142, 241, 242 — Analytic Geometry and Calculus each**4- 5 hours credit**

This is a three-semester sequence of integrated analytic geometry and differential and integral calculus. Topics covered in the first semester include basic concepts and the limit, the derivative and its applications, the conic sections, and the integral. The second semester will include exponential, logarithmic, inverse trigonometric, and hyperbolic functions, techniques of integration, L'Hospital's Rule, improper integrals, Taylor's formula, sequences, and infinite series. The third semester will include partial derivatives, multiple integration, line integrals, polar coordinates, vectors, and analytic geometry of three-dimensional space. MAT 142 is a 5 hour credit course, and MAT 241 and MAT 242 are both 4 hour credit courses. *Prerequisites: MAT 141 or consent of the instructor. MAT 142 Spring, MAT 241 Fall, MAT 242 Spring.*

MAT 211 — Math Concepts**3 hours credit**

This is a liberal arts math course. Topics include fundamentals of problem solving, sets, symbolic logic, introductory probability and statistics, the number systems, informal geometry, linear and quadratic equations, and graphing techniques. Basic graphing calculator functions are considered. *Prerequisite: MAT 112 or ACT math score of at least 19, or COMPASS Algebra score of at least 45. Fall.*

MAT 213 — Mathematics for Management and Social Science**3 hours credit**

This course applies mathematical skills and concepts to areas that are relevant to management and social sciences. Topics include curve fitting, mathematical modeling, linear programming, matrices, exponential and logarithmic functions, mathematics of finance, and an intuitive approach to the derivative and its applications. The use of a graphing calculator is required in this course. *Prerequisite: MAT 131. Spring.*

MAT 251 — Statistics**3 hours credit**

This course includes descriptive statistics, probability, and statistical inference with mean, standard deviation, variances, ANOVA, regression and correlation analysis, chi-square, T-test, and nonparametrics. *Prerequisites: MAT 131 and MIS 120. Fall and Spring.*

MAT 261-Differential Equations**3 hours credit**

This is a course on solving ordinary differential equations. The course will also cover some applications of differential equations in physics, biology, economics, and other fields. Topics covered may include first order differential equations, linear differential equations, series solutions, and Laplace transformations. *Prerequisites: MAT 241. Spring, alternate years.*

MAT 271 – Introduction to Mathematical Models**1 hour credit**

This course will examine some basic mathematical models that have applications in finance, economics, biology, and other fields. Topics will include financial calculations, models using exponential and logarithmic functions, Markov chains, and using series approximation. Some basic numerical analysis will also be examined, including propagation of error arising from approximated values. This course is intended for mathematics majors and minors.

Prerequisites: Calculus 241. Spring.

MAT 281 – Discrete Mathematics

3 hour credit

This course will provide an introduction to ideas from discrete mathematics, including set theory and logic, algebra and number theory, order theory, graph theory, counting techniques, and algorithms, including ideas of induction and recursion. Of particular interest in this course will be application of these ideas in computer science.

Prerequisites: MAT 142. Fall.

MAT 310 – Linear Algebra

3 hours credit

This course will focus on vectors, vector spaces, linear transformations, and matrices. Some consideration will be given to solving linear systems of equations, as well as applications of these ideas. *Prerequisites: MAT 241.*

Spring, alternate years.

MAT 330 – History of Mathematics

3 hours credit

This course will provide an historical and philosophical overview of the development of mathematical thought from ancient civilizations through the development of calculus to modern times. There will be some examination of the people and cultures associated with these developments as well as a look at the original theorems, proofs, and methods, when available. The instructor will have a large amount of discretion when it comes to the organization of the course as well as what topics or developments will be covered. *Prerequisites: MAT 241 or permission of the instructor. Spring, alternate years.*

MAT 350 – Foundations of Mathematics

3 hours credit

This course will introduce students to the foundations of modern mathematics, including basic logic, sets, functions, cardinality, and relations as well as basic proof techniques. The course will also consider basic ideas and theorems from number theory. This is considered a “first proofs course,” and it is the prerequisite for higher level mathematics courses. *Prerequisite: MAT 241 and MAT 281. Corequisite: MAT 242. Spring.*

MAT 370 – Geometry

3 hours credit

This course will present an axiomatic approach to Euclidean geometry. Other geometries such as non-Euclidean and finite geometries, will be examined. *Prerequisites: MAT 350. Fall, alternate years.*

MAT 380 – Combinatorics and Graph Theory

3 hours credit

This course will cover more advanced ideas in discrete mathematics, particularly those involving counting and graphs. Topics may include Ramsey numbers, generating functions, coloring theory, and Euclidean and Hamiltonian circuits. *Prerequisites: MAT 350. Fall, alternate years.*

MAT 390 – Topics in Mathematics

3 hours credit

This course will cover an area of advanced mathematics of interest to the instructor and the students. This course may be repeated for credit with the permission of the mathematics program. *Prerequisites: MAT 350 or permission of the instructor. Additional prerequisites may also be required depending on the topic. Offered on demand.*

MAT 420 – Abstract Algebra

3 hours credit

This is an introduction to algebraic systems, including groups, rings, and fields. *Prerequisites: MAT 350. Fall, alternate years.*

MAT 440 – Real Analysis

3 hours credit

This course will consider the structure of the real numbers and the properties of real-valued functions. This may include a study of sequences, limits, continuity, differentiability, and integrability. *Prerequisites: MAT 350. Fall, alternate years.*

MAT 490 – Mathematics Tutorial

1 hour credit

In consultation with a faculty member in mathematics, the student will research a topic in mathematics. The work in this course will be used to complete the student’s senior thesis. *Prerequisites: MAT 350 and senior standing. Offered on demand. Pass/Fail.*

MAT 491 – Mathematics Thesis

2 hours credit

The student will complete the project started in MAT 490. This will involve both a written thesis as well as an oral presentation open to all students and faculty. *Prerequisites: MAT 490 passed within one academic year. Offered on demand.*

MEDIA

MED 300 - The Documentary Tradition

3 hours credit

This course is the foundation for the Media Studies program. It introduces the concept of ethical representation of others and issues using the 1930s documentary tradition. The course will examine the media using the documentary tradition lens by viewing works that fall within the documentary tradition genre of journalism. Course content will focus on the art and practice of independent research, reporting, and writing in the long-form documentary tradition. Students will study the work of great narrative writers, engage with issues ranging from the ethics and techniques of close observation to writing as a humane art. The theory underlying the documentary tradition will be applied to modern media platforms as well as mainstream and niche news sources. *Prerequisites: Junior status and completion of English 101/102, or 111/112 with a grade of “C” or better.*

MED 301 - Mass Media and Society

3 hours credit

This course provides an overview of mass communications and its affect on society globally. The course will trace the history of mass communication including newspapers, magazines, radio, television and the Internet. The course will focus on the impact media has on individuals, groups, countries and the world. *Junior status and completion of English 101/102, or 111/112 with a grade of “C” or better.*

MED 302 - Writing for Mass Media

3 hours credit

This course is the first of a sequence of courses designed to provide the framework for all media courses. Students will practice writing for print, broadcast, radio in addition to writing press releases for public relations purposes. The course also introduces students to Associated Press style which will be required for all writing courses in Media Studies. *Junior status and completion of English 101/102, or 111/112 with a grade of “C” or better.*

MED 303 – Reporting

3 hours credit

Students will learn about information-gathering tools including research of primary documents, interviewing, social media research techniques, observation and Internet research. Students will write news stories and news features. Some assignments will be tailored specifically for publication in the campus newspaper. *Prerequisite MED 302*

MED 339 — Media and Your Major

3 hours credit

This course introduces students to the media environment as it relates to each student’s major field of study. Students will engage in a variety of journalistic feature writing techniques suitable for publication. Stories will be submitted to the campus magazine. The course consists of directed reading, writing exercises, and field research

in surrounding communities. *Prerequisite: Junior status and completion of English 101/102, or 111/112 with a grade of "C" or better.*

MED 401 - Advanced reporting

3 hours credit

The advanced reporting course expands on the skills learned in MED 303. Investigative reporting skills will be used to construct complicated enterprise stories, some of which will be submitted for publication in the campus newspaper. *Prerequisite: MED 303.*

MED 402 - Media Ethics

3 hours credit

The study of ethical, theoretical and historical principles will guide students through the decision-making process using case studies and current events. The course provides students with the practical reasoning skills necessary for ethical media practices.

MED 403 - Mass Media Law

3 hours credit

Case study method will be used to examine legal issues related to media practices including libel, privacy, obscenity and the legal restrictions placed on advertising, cable television and the Internet. The opinions of legal scholars on First Amendment issues will also be explored. *Prerequisite MED 402.*

MUSIC

THEORY AND LITERATURE

MUS 101, 102 — Music Theory

3 hours credit each

This basic theory of music of Western civilization is a general survey of theory from the Middle Ages to the Twentieth Century. Special emphasis is placed on eighteenth-century harmony, from the use of the triad to the dominant seventh chord. Part writing and keyboard exercises are included. Required for all Music and Church Music Majors who are required to audition and pass a Music Theory entrance exam before enrolling. All others must have permission of the instructor. *MUS 101 Fall, even numbered years; MUS 102 Spring, odd-numbered years.*

MUS 108 — Praise and Worship Ensemble

1 hour credit each

Composed of instrumentalists and vocalists, this group performs contemporary Christian music for campus chapel services twice a month as well as for worship services in churches throughout middle Tennessee. *Prerequisite: Audition. May be repeated for a maximum of eight times for credit. Fall and Spring.*

MUS 111 — Introduction to Singing I

1 hour credit

This course will teach singers with little or no formal musical training how to read music. Skills taught include basic music reading skills, rhythm, intervals, key signatures, and general music terminology. These skills will be applied specifically to singing choral music. Students will also be taught to develop and sharpen sight-singing abilities. Although the class is open to all students, it will be directed mainly at students in the Concert Choir and the Chamber Choir.

MUS 112- Introduction to Singing II

1 hour credit

As a continuation of MUS111, students in this class will continue to sharpen music reading skills as well as work on proper vocal technique in a class setting. *Spring.*

MUS 113—Introduction to Piano I

1 hour credit

This class offers students with little or no previous music/piano skills a foundation for playing a keyboard

instrument and reading music in a class setting. *Fall.*

MUS 114 - Introduction to Piano II

1 hour credit

As a continuation of MUS113, students in this class will continue to sharpen music reading skills as well as work on proper piano technique in a class setting. *Spring.*

MUS 201, 202 — Advanced Music Theory

3 hours credit each

A continuation of Music Theory 101-102, the courses emphasizes seventh chords, altered chords, and modulation. Concentrated study in nineteenth and twentieth-century composition techniques form the basis of MUS 202. Students are required to take the parallel laboratory course MUS 203-204 concurrently. *Prerequisites: MUS 101, 102. MUS 201 Fall, odd-numbered years; MUS 202 Spring, even-numbered years.*

MUS 231 — Music in Western Civilization

3 hours credit

This survey of music and its place and function in the history of western tradition from antiquity to the present is open to all students and serves as one of two music courses that fulfill the core curriculum requirement in the fine arts. It is recommended for students majoring in the liberal arts, in the humanities, or in history who have a particular interest in music. *Fall and Spring.*

MUS 235 — History of Jazz and Blues

3 hours credit

This course is a study of two art forms that are uniquely American in their origin and development. The course will begin with the beginnings of jazz and blues from the late nineteenth-early twentieth century, and will trace the development of these forms and their influence on other forms of American music during the past one hundred plus years. Fulfills core curriculum requirements in the fine arts. *Fall and Spring.*

MUS 301 — Finale

3 hours credit

This course provides hands on experience and instruction in using Finale 2010 music notation software. Students will learn to use the software tools to notate original compositions as well as create arrangements of existing music for voices and instruments. *Prerequisite: MUS 101, 102. Spring, odd-numbered years.*

MUS 302 — Hymnology

3 hours credit

This study of the development of the art of hymn writing from the days of the early church to the present focuses on the discussion and identification of major hymn tunes. *Prerequisites: Junior standing and MUS 231 or 241, or permission of the instructor. Fall, odd-numbered years.*

MUS 304 — Conducting

3 hours credit

This is a study of basic beat patterns and their application to standard choral repertoire. As part of the course, the student conducts at least one number in one of the major concerts of the Concert Choir. *Prerequisites: Music or Church Music Major and Junior standing. Fall, even-numbered years.*

MUS 310 — Music for Youth (also listed as EDU 310)

1 hour credit

For students majoring in church vocations, childhood learning, or a related field, this course includes fundamentals of music, major approaches used in teaching music, music reading, singing skills, using simple instruments, and developing and implementing music lesson plans for the elementary grades. *Prerequisite: Junior standing. Fall and Spring.*

MUS 311 — Music and Film

3 hours credit

A detailed and historical study of the use of music in film, this course focuses on the major films with a detailed analysis and discussion of the way music is used in each film. The films will be diverse and cover all periods in the development of film, from the silent screen days to the present. Additionally, the course will deal with the major composers for film and the influence that they have had on the development of movie scores. *Prerequisites: MUS 231, and Junior classification. Offered on demand.*

MUS 401 — Advanced Music History I (early music to 1750) 3 hours credit

This course will be a survey of the history of Western music from its beginnings through the end of the Baroque period (1750). It will concentrate on major works and major composers of this period. *Prerequisite: MUS 231, and Junior classification.*

MUS 402 — Advanced Music History II (1750 to present) 3 hours credit

This course will be a survey of the history of Western music from 1750 to the present and will concentrate on major works, composers, and forms of this period. *Prerequisite: MUS 231, and Junior classification.*

MUS 404 — Survey of Music History 3 hours credit

This one-term survey of the history of Western music focuses on the development of various musical styles, concentrating on major musical works of each period. *Prerequisites: MUS 231 and Junior classification. Offered on demand.*

MUS 405 — Choral Literature 3 hours credit

This historical study of choral literature focuses especially upon major choral works from each period of music history. *Prerequisites: Church Music Major and Junior classification. Fall, even-numbered years.*

MUS 406 — History of Musical Theater (also listed as DRA 406) 3 hours credit

This course will consist of a broad overview of musical theater in the western world from Baroque Italian opera to modern Broadway productions. *Prerequisite: MUS 231. Spring, even-numbered years.*

MUS 425-426 – Church Music Internship 3-9 hours credit

This is a year-long music internship where the student works with children, youth, and adults in the choral and handbell areas. Interns will work closely with a music staff in broadening skills in conducting, accompanying at the piano and organ and service playing. The understanding of music ministry and its connectedness with the other areas of the church will be supported by collaborating with other ministry areas in planning and leading events and services for the church. Interns will be given supervision, reflective time, practice time, and the freedom to explore their own creative abilities. *Prerequisites: Permission of the instructor.*

MUS 491 — Senior Recital 3 hours credit

In the final semester of the senior year, each Music major will, in consultation with a music faculty member, complete a research and writing project on the work of a particular composer, or on musical works sharing some topical commonality. In addition, the students will perform these musical works and present a lecture based on his/her research. *Prerequisite: Senior status. Music major. Offered on demand.*

MUS 499 — Selected Topics and Readings in Music 1 to 3 hours credit

This course includes selected topics and readings that are related to the student's area of study. Permission of the instructor and the Vice President for Academic Affairs is required before registration. *Prerequisite: Senior classification. Offered on demand.*

PERFORMANCE / MUSIC ENSEMBLES

MUS 141-142, 241-242, 341-342, 441-442 — College Choir 1 hour credit

Composed of men and women, this group travels to churches throughout middle Tennessee, prepares two major concerts — one each term — and also tours in the spring. *Prerequisite: Audition 141; Passing grade in all previous terms. Fall and Spring.*

MUS 181-182, 281-282, 381-382, 481-482 — Chamber Choir 1 hour credit

Composed of a select group from the College Choir, this group will prepare two major concerts, one each term, and perform in middle Tennessee churches as needed. *Prerequisite: Audition for 181; passing grade in all previous terms. Fall and Spring.*

MUS 183-184, 283-284, 383-384, 483-484 — Praise and Worsip Band 1 hour credit

Composed of instrumentalists and vocalists, this group performs for chapel services twice a month, as well as in churches throughout middle Tennessee. *Prerequisite: Audition. Fall and Spring.*

MUS 185-186, 285-286, 385-386, 485-486 – Jazz Ensemble 1 hour credit

The Jazz Ensemble gives an opportunity for student musicians to gain knowledge regarding the nature and application of jazz improvisation. The ensemble also allows students to develop a hands-on experience with the standard repertoire of classic, mainstream, and modern jazz. The ensemble will perform one concert per semester at the college, with addition performance opportunities possible. *Prerequisite: Audition. Fall and Spring.*

MUS 191-192, 291-292, 391-392, 491-492 — Richland Creek 1 hour credit

Composed of instrumentalists and vocalists, this group performs popular music for all types of events at Martin Methodist College. *Prerequisite: Audition for 191; passing grade in all previous terms. Fall and Spring.*

PERFORMANCE / APPLIED MUSIC

MUS 121-122, 221-222, 321-322, 421-422 — Guitar Elective 1 hour credit each

MUS 151-152, 251-252, 351-352, 451-452 — Piano Elective 1 hour credit each

MUS 161-162, 261-262, 361-362, 461-462 — Organ Elective 1 hour credit each

MUS 171-172, 271-272, 371-372, 471-472 — Voice Elective 1 hour credit each

Elective applied music courses typically involve one-half hour of private instruction and a minimum of two hours of practice each week. Guitar Elective (MUS 121) requires one hour per week of group instruction and one 30 minute private laboratory lesson per week. These courses may serve either as an elective for any student at Martin or as a secondary instrument in the Church Vocations-Church Music Emphasis degree program. There is an additional fee for this course. *Prerequisite: Consent of the Instructor. Fall and Spring.*

MUS 121-122, 221-222, 321-322, 421-422 — Guitar Major 2 hours credit each

MUS 151-152, 251-252, 351-352, 451-452 — Piano Major 2 hours credit each

MUS 161-162, 261-262, 361-362, 461-462 — Organ Major 2 hours credit each

MUS 171-172, 271-272, 371-372, 471-472 — Voice Major 2 hours credit each

Major courses involve one hour of private instruction and a minimum of four hours of practice each week. These courses may serve either as an elective for any student at Martin Methodist, or as a primary instrument in the Church Vocations-Church Music Emphasis degree program. There is an additional fee for this course. *Prerequisite: Consent of the instructor. Fall and Spring.*

NURSING

NUR 200 — Medical Terminology 2 hours credit

This course is designed to introduce the student to terms and abbreviations used by health professionals. Emphasis will be on abbreviations, prefixes, suffixes, and root words. The purpose of this course will be to provide a foundation for anyone interested in entering a health care profession or increasing knowledge regarding medical terminology. *Co-requisites: None. Prerequisites: None.* This course is open to all students and may serve as a pre-nursing elective. *Summer Term.*

NUR 201 — Math for Medications 2 hours credit

This course is designed to provide basic information when determining medication dosages and calculations. Emphasis is placed on correct and safe dosages of medications given through a variety of routes. In addition, a focus on commonly used terms and abbreviations used during medication preparation and administration is

included. *Co-requisites: None. Prerequisites: None.* This course is open to all students and may serve as a pre-nursing elective. *Summer Term.*

NUR 300 — Foundations of Professional Nursing

5 hours credit

Introduces the student to the role of the professional nurse. Emphasis will be on critical thinking and the nursing process, therapeutic communication, therapeutic interventions, and selected technical skills required for the delivery of safe, effective care to patients of culturally diverse populations across the lifespan. Theoretical foundations related to the role of the professional nurse, illness and disease management, prevention of harm and the design, management and coordination of care will be explored. *Prerequisite: Admission to the Division of Nursing. Co-requisites: NUR 301, 302, 303, 305. Fall.*

NUR 301 — Pharmacology

3 hours credit

Principles of basic pharmacology will be presented, including drug classifications, pathophysiologic basis for drug therapy, special considerations for drug administration, and arithmetic dosages and calculations. Responsibilities of the professional nurse in patient centered, safe, effective medication administration will be emphasized. *Prerequisite: Admission to the Division of Nursing. Co-requisites: NUR 300, 302, 303, 305. Fall.*

NUR 302 — Health Assessment

3 hours credit

Patient centered health history and physical assessment of culturally diverse patients across the lifespan will be studied using the elements of critical thinking and a systems framework. Communication processes including interviewing strategies and establishing and managing written data bases will be examined. Students will use critical thinking to distinguish between subjective and objective data and normal and abnormal findings. Competency in communication and psychomotor skills will be developed in the nursing skills learning laboratory. *Prerequisite: Admission to the Division of Nursing. Co-requisites: NUR 301, 302, 303, 305. Fall*

NUR 303 — Pathophysiology

3 hours credit

This course will provide an in depth study of the pathophysiology associated with diseases common to culturally diverse patients across the lifespan. Students will use critical thinking to relate system processes to risk factors and pathophysiology. The concepts and application of anatomy and physiology will be used to promote an understanding of pathophysiological process. *Prerequisite: Admission to the Division of Nursing. Co-requisites: NUR 300, 301, 302, 305. Fall.*

NUR 305 — Professional Role Development

2 hours credit

This course provides the student with an introduction to the nursing profession by presenting a foundation to integrate knowledge, skills, and values from the arts and sciences giving humanistic, safe, quality care. Advocacy for patients and the promotion of social justice will be investigated. Nursing theories, legal issues, and the healthcare environment will be explored. Core competencies, professional standards and values, core knowledge, care management, and nursing roles central to baccalaureate nursing education are examined. Emphasis will be placed on the American Psychological Association (APA) format of writing to enhance written communication skills. *Prerequisite: Admission to the Division of Nursing. Co-requisites: NUR 300, 301, 302, 303. Fall*

NUR 310 — Mental Health Nursing

5 hours credit

This course focuses on safe, effective, culturally sensitive patient-centered, evidence based nursing care for patients with mental health problems across the life span. Historical, theoretical, legal, and ethical issues will be analyzed. Emphasis is placed on therapeutic use of self, communication with inter- and intra-disciplinary health care team members, information management and professional accountability. Nursing and interprofessional evidence based interventions that enhance, promote, maintain, and restore mental health will be analyzed. *Prerequisite: NUR 300, 301, 302, 303, 305. Co-requisites: NUR 311, 312. Spring.*

NUR 312 — Adult Health I

5 hours credit

Critical thinking and the nursing process will provide the framework for health promotion, maintenance, and

restoration of health for culturally diverse young, middle, and older adults. Emphasis will be placed on acute and chronic disease processes, as well as therapeutic communications, therapeutic interventions, and the design, coordination, and management of safe, effective, patient-centered, evidence-based care. *Prerequisite: NUR 300, 301, 302, 303, 305. Co-requisites: NUR 310, 311. Spring.*

NUR 313 Introduction to Nursing Informatics

1 hour credit

This course focuses on an understanding of the fundamentals of information technology systems and how they can be used to support safe, effective, quality nursing care in a variety of complex, changing environments. Using a systems perspective, ethically securing and managing shared data that serves as a foundation for decision making in the healthcare team will be explored. Nursing nomenclature, the effects of information technology on workflow and changes in practice, and future implications for nursing informatics are examined. *Prerequisites: NUR 300, 301, 302, 303, 305. Co-requisites: 310, 312.*

NUR 320 — Adult Health II

5 hours credit

Critical thinking and the nursing process will provide the framework for promotion, maintenance, and restoration of health for culturally diverse young, middle, and older aged adults. Emphasis will be placed on complex acute and chronic disease processes, as well as therapeutic communications, and the coordination, design, and management of safe, effective, patient-centered, evidence-based care. *Prerequisite: NUR 310, 311, 312. Summer.*

NUR 331 – Basic Arrhythmia Interpretations

3 hours credit

Interpretation of basic cardiac arrhythmias will be presented with recognition of the key points of the arrhythmia. Exploration of the physiological consequences and signs and symptoms of each arrhythmia, along with clinical management will be explored. *Elective for summer. Open to all college students.*

NUR 332 — Spirituality in Nursing

3 hours credit

An investigation into the role of the professional nurse in providing spiritual care to a culturally diverse population will be initiated. The course will include an exploration of Judeo-Christian values as they relate to the role of the professional nurse. *Elective for summer. Open to all college students.*

NUR 333 — Cultural Diversity in Nursing

3 hours credit

This course will identify appropriate nursing care for culturally diverse populations. Sensitivity to and respect for cultural diversity will be emphasized. *Elective for summer. Open to all college students.*

NUR 350 — Special Topics in Nursing

1-3 hours credit

The focus is on the use of critical thinking, clinical reasoning and judgement in examining and analyzing special topics relevant to clinical practice with diverse populations and in a variety of settings. Topics may include EKG Interpretation, End of Life Care, Spirituality in Nursing, and Cultural Diversity. *Prerequisite: NUR 310, 311 312 or permission of the Division of Nursing. Summer.*

NUR 400 — Family Nursing

6 hours credit

Critical thinking the nursing process and clinical decision making will provide the framework for promotion, maintenance, and restoration of health and harm reduction for well and high-risk culturally diverse patients who are starting families and rearing children (infants through adolescents). Intra and inter-professional communication, information management, and patient-centered, evidence based therapeutic interventions during all aspects of the childbearing and childrearing experience are studied.

Prerequisite: NUR 300, 301, 302, 303, 305. Co-requisites: NUR 402, 403. Fall.

NUR 401 — Community Health Nursing

5 hours credit

This course focuses on the development and application of knowledge underlying community health nursing practice, the use of critical thinking and creativity within the nursing process as applied to culturally diverse individuals, communities, aggregates, and populations. Community assessment strategies, and health promotion

strategies at each level of prevention, the impact of health care policy, finance, and regulatory environments on the health of the community, state, and nation will be incorporated. The influence and trends of global health on international, national, state, and local health care policies and client communities will be explored. *Prerequisite: NUR 320. Co-requisites: NUR 400, 402, 403. Fall.*

NUR 402 — Nursing Research

3 hours credit

This course introduces the student to the research process. The history of nursing research, research methodologies, and the application of research findings to substantiate evidence based practice will be explored. Criteria to evaluate various types of research will be studied and applied to published research. This course prepares students to become knowledgeable consumers of and participants in research. *Prerequisite: NUR 320. Co-requisites: NUR 400, 401, 403. Fall.*

NUR 403 — Issues and Trends in Professional Nursing

2 hours credit

This course explores current trends and critical issues in nursing and in the inter-professional health care system. Critical thinking skills will be emphasized in student-led seminars and in the development of scholarly papers. Topics will include the legal, political, economic, and accreditation forces that impact nursing and health care. Professional issues will include scope of practice, credentialing, nursing organizations, the image of nursing, life-long learning, and the factors that influence safe, effective, patient-centered quality care. *Prerequisites: NUR 320, Co-requisites: NUR 400, 401, 402. Fall.*

NUR 450 — Nursing Leadership Processes

5 hours credit

This course focuses on leadership-management theory and processes used to design, provide, and evaluate safe, effective, patient-centered quality healthcare delivery in a variety of settings. The managerial and leadership roles of the nurse will be examined as they relate to information management, designing, managing, and coordinating care, cost-benefit analysis of resource utilization, delegation and supervision of nursing care while retaining professional accountability, and the evaluation of the effectiveness of inter-and intra-disciplinary health care teams. *Prerequisites: NUR 400, 401, 402, 403, Co-requisites: NUR 451, 452. Spring.*

NUR 451 — Senior Role Development

3 hours credit

This senior course will emphasize critical thinking in the delivery of care across the life span to culturally diverse populations. Case studies and clinically focused questions are directed to facilitate students' refinement of the decision making process. The topics will focus on safe and effective care environment, health promotion and maintenance, psychosocial and physiological integrity. In addition, the management of care, safety, and infection control, basic care and comfort, pharmacological and parenteral therapies, the reduction of risk potential and physiological adaptation will be reinforced. Emphasis will also focus on enhancement of the selection of therapeutic interventions, leadership, management, and delegation of nursing activities. *Prerequisites: NUR 400, 401, 402, 403. Co-requisites: NUR 450, 452. Spring.*

NUR 452 — Capstone

5 hours credit

This intensive clinical course provides senior nursing students the opportunity to synthesize knowledge from the liberal arts and sciences, core nursing knowledge and core nursing competencies to provide, design, manage, and evaluate culturally sensitive, ethical, age appropriate, safe, evidence-based and patient-centered care. Students will continue to develop and refine skills in communication, time management, organization, leadership, and collaboration with intra- and inter-professional health care team members. The scope and standards of practice will be implemented and evaluated throughout the clinical experience. *Prerequisites: NUR 400, 401, 402, 403. Co-requisites: NUR 450, 451. Spring.*

NUR 453- Gerontological Nursing

2 hours credit

This course focuses on the development of a knowledge base related to gerontological nursing. Historical perspectives of the aging process, current theories of aging, physiological, psychological/cognitive, social,

spiritual factors, and life transitions will be analyzed as they affect safe, effective, therapeutic patient-centered care. Health care service trends, community resources, and financial and decision making authority issues and nursing roles will be evaluated. *Prerequisites: NUR 400, 401, 402, 403. Co-requisites: NUR 450, 451, 452. Spring.*

NURSING: RN-BSN BACCALAUREATE PROGRAM

NUR 302 RN — Health Assessment

3 hours credit

Patient centered health history and physical assessment of culturally diverse patients across the lifespan will be studied using the elements of critical thinking and a systems framework. Communication processes including interviewing strategies and establishing and managing written data bases will be examined. Students will use critical thinking to distinguish between subjective and objective data and normal and abnormal findings. Competency in communication and psychomotor skills will be developed in the nursing skills learning laboratory. *Prerequisite: Admission to the RN-BSN program, licensure as a registered nurse.*

NUR 303 RN — Pathophysiology

3 hours credit

This course will provide an in-depth study of the pathophysiology associated with diseases common to culturally diverse clients across the lifespan. Students will use critical thinking to related system processes to risk factors and pathophysiology. The concepts and application of anatomy and physiology will be used to promote an understanding of pathophysiological processes. *Prerequisite: Admission to the RN-BSN program, licensure as a registered nurse or permission of the Division of Nursing.*

NUR 305 RN — Professional Development

3 hours credit

This course expands and advances registered nurses' theoretical and professional knowledge. Interprofessional health care theories, nursing theories and models are explored and their impact on health care analyzed. Professional roles within the healthcare delivery system are analyzed within the context of health promotion, maintenance, disease and illness prevention for culturally diverse individuals, families, and populations. Written and verbal communication skills are analyzed and applied. *Prerequisite: Admission to the RN-BSN program, licensure as a registered nurse. Co-requisite: NUR 402 RN*

NUR 401 RN — Community Health Nursing

3 hours credit

This course focuses on the development and application of knowledge underlying community health nursing practice, the use of critical thinking within the nursing process as applied to culturally diverse individuals, families, communities, aggregates, and populations, community assessment strategies, and health promotion strategies at each level of prevention, the impact of health care policy, finance, and regulatory environments on the health of the community, state, and nation will be incorporated. The influence and trends of global health on international, national, state, and local health care policies will be explored. *Prerequisite: Successful completion of NUR 305 RN, 302 RN, 303 RN and 402 RN or consent of the Division of Nursing.*

NUR 402 RN — Nursing Research

3 hours credit

This course introduces the student to the research process. The history of nursing research, research methodologies, and the application of research findings for a substantive evidence based practice will be explored. Criteria to evaluate various types of research will be studied and applied to published research. This course prepares students to become knowledgeable consumers of and participants in research. *Admission to the RN-BSN program, licensure as a registered nurse or permission of the Division of Nursing.*

NUR 403 RN — Issues and Trends in Professional Nursing

3 hours credit

This course explores current trends and critical issues in nursing and in the inter-professional health care system. Critical thinking skills will be emphasized in student led seminars and in the development of scholarly papers. Topics will include the legal, political, economic, and accreditation forces that impact nursing and health care.

Professional issues will include scope of practice, credentialing, nursing organizations, and the image of nursing and life-long learning and the factors that influence safe, effective, patient-centered quality care. *Prerequisite: Admission to the RN-BSN program, licensure as a registered nurse or permission of the Division of Nursing.*

NUR 450 RN - Nursing Leadership Processes

3 hours credit

This course focuses on leadership-management theory and processes used to design, provide, and evaluate safe, effective, patient-centered quality healthcare delivery in a variety of settings. The managerial and leadership roles of the nurse will be examined as they relate to information management, designing, managing, and coordinating care, cost-benefit analysis of resource utilization, delegation and supervision of nursing care while retaining professional accountability, and the evaluation of the effectiveness of inter- and intra-disciplinary health care teams.

NUR 453 RN — Leadership-Community Health Clinical

4 hours credit

A synthesis of leadership-management and community health theories and processes applied to health organizations. Application will be made in the planning, organizing and directing healthcare of culturally diverse aggregates and populations as well as the allocation of resources for health care organizations. Health promotion strategies at each level of prevention are explored in the care of culturally diverse groups across the life span. *Prerequisite: Admission to the RN-BSN program, licensure as a registered nurse and permission of the Division of Nursing.*

PHILOSOPHY — see Religion

PHYSICAL EDUCATION

Activity Courses

PED 101 — Walk, Jog, Run

1 hour credit

Techniques in proper exercise methods will be studied and practiced during each class period. Emphasis will be given to a study of health measures that accompany good physical training. *Fall and Spring.*

PED 102 — Basketball

1 hour credit

Basic techniques, skills, and rules are emphasized in this course. Activities include participation and the study of safety factors. *Fall & Spring.*

PED 103 — Volleyball

1 hour credit

In this course, basic techniques, skills, and rules are emphasized. Activities include participation and the study of safety factors. *TBA*

PED 104 — Recreational Activities

1 hour credit

In this course, emphasis is placed on recreational lifetime carry-over value. Designed to develop performance in basic skills, this course includes badminton, horseshoes, croquet, shuffleboard, and table tennis. *TBA*

PED 105 — Group Fitness

1 hour credit

This course is designed to introduce proper group fitness exercise methods. Group fitness activities will be studied and practiced during each class period. Emphasis will be given to the study of group fitness activities and how they can be incorporated into an individual's wellness and physical fitness program.

PED 106 — Tennis

1 hour credit

Basic techniques, skills, and rules are emphasized in this course. Activities include participation and the study of safety factors. *TBA*

PED 107 — Golf

1 hour credit

This course is designed to teach basic skills from tee to green. The basic mechanics of all golf swings are studied

by audiovisual aids and on-the-course experience. *TBA*

PED 108 — Racquetball

1 hour credit

This course emphasizes basic techniques, skills, and rules. Activities include participation and the study of safety factors. *TBA*

PED 110 — Weight Training

1 hour credit

In this course basic weight training skills are taught. Training safety is emphasized. *Fall and Spring.*

PED 121 — Flag Football

1 hour credit

This course is designed to offer an introduction to flag football. Flag football activities will be introduced and practiced each class period. Emphasis will be given to the study of the skills, basic rules, and strategies of flag football and how this activity can be incorporated into an individual's wellness and physical fitness program.

PED 122 — Wellness

3 hours credit

This course introduces students to the benefits, positive effects, assessment, and implementation of healthy life styles. Emphasis will be placed on Wellness, Stress, Physical Fitness, Nutrition & Weight Management, Substance Abuse, and Safety. This course will include lectures and activity labs.

PED 131- Social Dance

1hour credit

This course is designed to offer an introduction to many different types of social dances including, line dances, the waltz, foxtrot, quickstep, samba, mambo, tango, salsa, and swing. Emphasis will be placed on basic technique and incorporating social dancing into an individual's life-long wellness program.

PED 180 — Varsity Volleyball

1 hour credit

Varsity Volleyball emphasizes the application of offensive and defensive strategies, advanced skill techniques, teamwork, and participation at a competitive level. Enrollment must be concurrent with membership on the MMC varsity volleyball team. This class will not count toward the physical education core requirement. This class may not be repeated.

PED 181 — Varsity Men's Basketball

1 hour credit

Varsity Men's Basketball focuses on the application of offensive and defensive strategies, advanced skill techniques, teamwork, and participation at a competitive level. Enrollment must be concurrent with membership on the MMC varsity basketball team. This class will not count toward the physical education core requirement. This class may not be repeated.

PED 182 — Varsity Women's Basketball

1 hour credit

Women's Basketball focuses on the application of offensive and defensive strategies, advanced skill techniques, teamwork, and participation at a competitive level. Enrollment must be concurrent with membership on the MMC varsity basketball team. This class will not count toward the physical education core requirement. This class may not be repeated.

PED 183 — Varsity Softball

1 hour credit

Varsity Softball focuses on the the application of offensive and defensive strategies, advanced skill techniques, teamwork, and participation at a competitive level. Enrollment must be concurrent with membership on the MMC varsity softball team. This class will not count toward the physical education core requirement. This class may not be repeated.

PED 184 — Varsity Baseball

1 hour credit

Varsity Baseball focuses on the application of offensive and defensive strategies, advanced skill techniques, teamwork, and participation at a competitive level. Enrollment must be concurrent with membership on the MMC varsity baseball team. This class will not count toward the physical education core requirement. This class may

not be repeated.

PED 185 — Varsity Golf

1 hour credit

Varsity Golf is a class teaching the application of course management, strategies, advanced skill techniques, teamwork, and participation at a competitive level. Enrollment must be concurrent with membership on the MMC varsity golf team. This class will not count toward the physical education core requirement. This class may not be repeated.

PED 186 — Varsity Bowling

1 hour credit

Varsity Bowling emphasizes bowling fundamentals and participation at a competitive level. Enrollment must be concurrent with membership on the MMC varsity bowling team.

PED 187 — Varsity Men's Soccer

1 hour credit

Varsity Men's Soccer focuses on the application of offensive and defensive strategies, advanced skill techniques, teamwork, and participation at a competitive level. Enrollment must be concurrent with membership on the MMC men's varsity soccer team. This class will not count toward the physical education core requirement. This class may not be repeated.

PED 188 — Varsity Women's Soccer

1 hour credit

Varsity Women's Soccer focuses on the application of offensive and defensive strategies, advanced skill techniques, teamwork, and participation at a competitive level. Enrollment must be concurrent with membership on the MMC women's varsity soccer team. This class will not count toward the physical education core requirement. This class may not be repeated.

PED 189 — Varsity Men's Tennis

1 hour credit

Varsity Men's Tennis focuses on the application of offensive and defensive strategies, advanced skill techniques, and participation at a competitive level. Enrollment must be concurrent with membership on the MMC men's varsity Tennis team. This class will not count toward the physical education core requirement. This class may not be repeated.

PED 190— Varsity Women's Tennis

1 hour credit

Varsity Women's Tennis focuses on the application of offensive and defensive strategies, advanced skill techniques, and participation at a competitive level. Enrollment must be concurrent with membership on the MMC women's varsity tennis team. This class will not count toward the physical education core requirement. This class may not be repeated.

PED 201 — Physical Education Practicum

3 hours credit

Consists of supervised part-time experience at approved sites for the purpose of supporting and clarifying career goals in non-licensure Physical Education. Each hour of credit requires 40 clock hours per semester. Enrollment is open to non-licensure Physical Education majors only. The practicum assignment is made by the program coordinator. *Prerequisite: PED 200, Fall and Spring*

PED 202 — Intermediate Swimming

1 hour credit

This course is designed to teach the novice swimmer stroke improvement, endurance, and complex water skills. Water safety is stressed. *Prerequisite: PED 201 or permission of the instructor. TBA*

PED 204 — Life Guard Training

2 hours credit

With emphasis on handling emergencies and conducting water search-and-rescue operations, this course also teaches health and sanitation of pool maintenance and uses of rescue equipment. Successful completion entitles students to American Red Cross Lifeguard, CPR, and Standard First Aid Certification. *TBA*

Physical Education and Health Courses

PED 111 — Personal and Community Health

3 hours credit

This course is a comprehensive study in the principles and practices of personal and community health. The personal habits of an individual are studied in reference to proper health measures in human relations, science, and medicine. The community aspects of this course relate to individuals or groups of people with respect to communicable diseases, their prevention, and control. Special study is given to pollution and drugs. *Fall and Spring.*

PED 200 — Foundations of Health, Physical Education, and Athletic Program **3 hours credit**

This course involves a study of the historical background, general scope, philosophy, principles, and objectives of health and physical education as they relate to elementary and secondary physical education, athletics and other career opportunities. This course also surveys associations, conferences, and publications germane to the area. *Fall.*

PED 201 Physical Education Practicum **3 hours credit**

Consists of supervised part-time experience at approved sites for the purpose of supporting and clarifying career goals in non-licensure Physical Education. Each hour of credit requires 40 clock hours per semester. Enrollment is open to non-licensure Physical Education majors only. The practicum assignment is made by the program coordinator. Prerequisite: PED 200. Fall and Spring

PED 210 – Physical Education Practicum **3 hours credit**

This course consists of supervised part-time experience at approved sites for the purpose of supporting and clarifying career goals in non-licensure Physical Education. Each hour of credit requires 40 clock hours per semester. Enrollment is open to non-licensure Physical Education majors only. The practicum assignment is made by the program coordinator. *Prerequisite: PED 200. Fall and Spring*

PED 211 — First Aid and Emergency Care **3 hours credit**

This course is designed as a dual approach to the study of safety: the study of safety measures in all areas of life and standard First Aid and emergency care of the suddenly ill or injured. *Fall.*

PED 212 — Prevention and Care of Athletic Injuries **3 hours credit**

Study in this course includes the theory and practice of massage, bandaging, taping, and caring for injuries. *Fall and Spring.*

BIO 231 — Nutrition
See Biology

PED 320 — Motor Learning **3 hours credit**

This course covers basic principles and methods relating to the acquisition of motor skills. It includes basic research on motor learning and performance, including the psychological and physiological principles related to movement behavior. *Fall.*

PED 321 — Physical Education for Elementary Teachers (also listed as EDU 321) **2 hours credit**

This course is designed to cover materials and teaching methods for elementary schools. It includes all activities that would promote health and skills from the primary grades to the intermediate level. The methods and organization of a complete program are stressed. These areas include basic games, coordination, rhythms, dancing, and singing games. This course requires a field experience in the public schools. Field experiences must be completed before a grade is awarded for the course. Membership in STEA is required for professional commitment, involvement responsibilities, and liability purposes before beginning any field observation. *Prerequisite: Admittance into the Education Program. Spring.*

PED 322 — Activity Skills (Individual) **3 hours credit**

This course involves the study of basic sport skills; fitness assessment; and developmental progressions and

teaching strategies for individual sports such as badminton, golf, and racquetball. *Prerequisite: PED 200. Fall.*

PED 323 — Activity Skills (Team)

3 hours credit

This course analyzes team sport skills and teaching techniques related to group sport activities. It covers sports such as basketball, football, softball, and volleyball. Included also are the basic principles of motor learning, injury prevention, and exercise physiology. *Prerequisite: PED 200. Spring.*

PED 324 — Philosophy and Techniques of Coaching

3 hours credit

This course serves as an introduction to the coaching profession. In this course, students will understand the value of a coaching philosophy, learn to motivate players as well as manage problem behaviors among athletes using a positive discipline approach, learn to develop training programs for better sport performance, and understand the need to ensure the health and safety of their athletes.

PED 343 — Essentials of Adaptive Physical Education

3 hours credit

This course includes the design and implementation of adaptations to meet the needs of children, youth, and adults with disabilities. It also examines the motor needs and tolerances associated with disabling conditions. *Prerequisite: PED 200. Spring.*

PED 345 — History of Sport & Physical Education

3 hours credit

This course explores the history and philosophy in sport and physical education including, ancient civilizations, Egypt, China, Greece and Rome. It will also explore the spiritual world to the secular world and the changing concepts of the body from the Middle Ages, Renaissance, Reformation and The Age of Science and Enlightenment. The theoretical and professional development of American physical education along with the historical and philosophical development of sport in America will be explored. *Prerequisite: PED 200. Spring.*

PED 401 — Exercise Physiology

3 hours credit

This course covers the scientific basis of exercise and athletic performance, examining the scientific basis of conditioning for athletes, non-athletes, and special populations as to the limits of athletic or exercise performance. *Prerequisites: BIO 111 & 112, BIO 201 or 202, PED 200. Fall.*

PED 402 — Administration of Physical Education and Sport Programs

3 hours credit

This course covers program development, activities scheduling, equipment purchasing, record-keeping, and understanding the maintenance of a physical education facility. This course also surveys career opportunities in health, physical education, and athletic training, including licensure and post-graduate training. *Prerequisite: PED 200. Spring.*

PED 406 — Kinesiology/Biomechanics

3 hours credit

This course considers the science of human motion, emphasizing the principles of anatomy, physiology, and the mechanics of human activity. *Prerequisites: PED 200 & BIO 201 or 202. Spring.*

PED 410 — Injury Assessment

3 hours credit

This course serves as an introduction to the different assessment techniques used to determine what type of injury may exist. Applied learning is used to teach assessment techniques in the case of the unavailability of emergency response units. *Prerequisite: PED 212. Spring.*

PED 423 — Tests and Measurements in Physical Education

3 hours credit

This course includes the techniques and practices used in the measurement of body composition, cardiovascular condition, and physical skills of boys and girls at the elementary and secondary level. *Fall.*

PED 430 — Exercise Prescription and Fitness Appraisal in the Healthy Individual

3 hours credit

This course is designed to develop competencies and practical skills used by the professional to evaluate health related components of physical fitness. General methodologies and procedures used in exercise testing, exercise prescription, risk factor identification and education for healthy individuals will be studied. *Prerequisite: PED*

401. Fall.

PED 485 — Driver Education

3 hours credit

This course will focus on basic driver education and instruction and the ability to organize, plan, and conduct driver education in the secondary schools. Topics to be covered: general driver education; driver license procedure; traffic laws for local, state and federal highway systems; and the fundamentals of proper driving behavior. *Fall.*

PED 486 — Advanced Driver Education and Safety

3 hours credit

This course will focus on advanced driver education and basic accident prevention with analysis of driving irregularities. Personal and auto safety issues as well as federal state and local issues dealing with transportation and driver safety will be discussed. This course will also look at federal and educational research in the area of transportation safety. *Prerequisite: PED 485. Spring.*

PED 487 — General Safety and Lab

1 hour credit

This course is designed to discuss overall safety and the history of the safety movement with an emphasis on analysis and laboratory experience.

PED 489 — Physical Education Internship

3-6 hours credit

In the final semester of their senior year, students will be assigned to an approved recreation/fitness/wellness agency for a period of time, arranged with the student by the instructor and approved by the chair or the Program Coordinator. The student will report to the instructor periodically and will prepare a terminal written report for the instructor and the administrator of the participating recreation/fitness/wellness agency. *Prerequisite: PED 430 or Program Coordinator's Approval. Fall and Spring.*

PED 499 — Physical Education Capstone

3 hours credit

This course provides a culminating experience in which students will develop knowledge and skills in the area of Physical Education and integrate and apply scientific findings from Physical Education scientific literature. Class format will involve group discussion, individual presentations, and a portfolio of past work that will serve as the basis for a series of in-depth methodological papers, culminating in a research project. *Prerequisite: Senior standing.*

PHYSICAL SCIENCE

PHY 101, 102 — Physical Science

4 hours credit each

This two-semester course deals with selected topics in the basic principles of the physical sciences. These topics should provide a more complete understanding of our physical environment. The first semester will concentrate primarily upon chemistry, geology, meteorology. The second semester will emphasize physics and space science. Three hours lecture and two hours laboratory per week. *Prerequisite for PHY 101: MAT 111 or higher. PHY 101 Spring. PHY 102 Fall.*

PHYSICS

PHY 241 — General Physics I

4 hours credit

This course is an algebra-based introduction to physics intended for science or math majors. Topics covered include mechanics, work and energy. Three hours lecture and two hours laboratory each week. *Prerequisite: MAT 131. Fall, even-numbered years.*

PHY 242 — General Physics II

4 hours credit

This course is a continuation of PHY 241. Topics include electricity, magnetism and heat. Three hours lecture and two hours laboratory each week. *Prerequisite: MAT 131 and PHY 241. Spring, odd-numbered years.*

PSYCHOLOGY

PSY 111 — General Psychology

3 hours credit

This is an introduction to the study of human behavior with emphasis on systems of psychology, brain and behavior, human development, consciousness (altered states, psychoactive drugs, sleep and dreaming, dissociation, hypnosis), sensation (the psychology of vision and other senses), perception (subliminal perception, extrasensory perception, spatial perception), learning (classical conditioning, operant conditioning, social-cognitive learning), gender issues, and psychological disorders. *Fall and Spring.*

PSY 205 — Personal Leadership and Management (also listed as BUS 205)

3 hours credit

Students are provided with in-depth analysis of the way they view themselves and their view of the external environment. The second part of the course deals with implementation of organizational business systems and processes such as total quality management, strategic management, and organizational development and management. *Fall and Spring.*

PSY 211 — Developmental Psychology / Lifespan (Human Growth and Development)

3 hours credit

This systematic examination of cognitive, emotional, physical and social developmental processes that occur in humans from conception to death analyzes both normal and abnormal aspects of development. *Prerequisite: PSY 111 or permission of the instructor. Fall.*

PSY 305 — Educational Psychology (Also listed as EDU 305)

3 hours credit

This course examines theories of learning and development as it applies to intervention, parenting and education. Course content includes the study of moral, personality, language, and cognitive development, learning styles, intelligence and creativity, and cognitive and behavioral learning theories. *Prerequisites: PSY 111. Fall and Spring.*

PSY 306— Disorders of Childhood and Youth

3 hours credit

This course covers the foundations of education of exceptional students, as well as programs, services, technologies, and interventions for special children. Included in the course is complete coverage of mental retardation, learning disabilities, behavior disorders, communication disorders, disorders of the sensory or physically impaired and the gifted. *Prerequisites: PSY 111. Offered on demand.*

PSY 311 — Intervention Methods I (Also listed as SOW 311)

3 hours credit

Counseling techniques with individuals and families are studied. *Prerequisites: PSY 111, SOC 211 or SOW 220. Fall.*

PSY 320 — Theories of Personality

3 hours credit

This is a thorough study of personality structure and dynamics proposed by various schools of thought. *Prerequisite: PSY 111 or 211. Fall.*

PSY 321 — Introduction to Counseling and Psychotherapy

3 hours credit

This is an overview of the major theories of counseling and a study of legal and ethical issues involved in counseling. Attention will also be directed to the development of counseling skills and the proper use of the counseling process. *Prerequisite: PSY 111. Fall.*

PSY 331 — Psychological Statistics and Testing

3 hours credit

This thorough coverage of psychological testing principles, applications, and issues includes coverage of basic concepts related to testing, statistics, and the use of statistics including correlation, regression, validity, reliability, test building and test administration. Different types of tests are studied in depth: intelligence, achievement, personality, aptitude, stress and anxiety. Biases and legal aspects of testing are also covered. *Prerequisites: PSY 111, 211 and MAT 131. Fall.*

PSY 341 — Forensic Psychology

3 hours credit

This psychosocial approach to criminality introduces the student to the practice of forensic psychology. The

course will focus on production and application of psychological knowledge to the criminal justice system. Topics of study include origins of criminal behavior, aggression, assault, homicide (including mass murder and serial murder), sexual offenses, drugs and crime, economic and public order crime, and correctional psychology. *Prerequisite: PSY 111. Offered on demand.*

PSY 350 The Study of Deviant Behavior (Also listed as CJ350) 3 hours credit

This course is a general survey and theoretical review of the definitions, causes, and consequences of deviance and social control. Course content includes analysis of drugs, panics, sex, media violence, emotions of society, and other such concepts. *Prerequisites: PSY 111 and SOC 211 or CJ 215.*

PSY 351 — Abnormal Psychology 3 hours credit

This study of the causes and effects of abnormal behavior emphasizes diagnosis, DSM-IV classification, and treatment. Topics of study include: history of abnormality, diagnosis and classification of mental disorders, anxiety disorders, depression, suicide, bipolar disorder, somatoform disorders, psychological factors affecting medical conditions, dissociative disorders, sexual disorders, schizophrenia and related disorders, substance-related disorders, cognitive disorders, eating disorders, impulse control disorders, personality disorders, and ethical and legal issues in abnormal psychology. *Prerequisite: PSY 111. Fall.*

PSY 353 — Psychopharmacology (Also listed as SOW 353) 3 hours credit

This analysis of the effects of psychoactive prescription and non-prescription drugs on human behavior presents therapeutic and recreational uses of both licit and illicit drugs. Topics of study include introduction to psychopharmacology, the effects of medications on anxiety disorders, behavioral disorders, mood disorders, psychoses and substance-related disorders. Recreational use of psychoactive drugs and models of psychosocial treatment for substance-related disorders are also presented. *Prerequisite: PSY 111. Fall.*

PSY 360 — Industrial and Organizational Psychology 3 hours credit

This is a study of how psychology and business interrelate within work organizations. Particular emphasis is placed on individual roles within organizations. Topics include mental health, performance appraisal, predictors, leadership, conflict management, workplace stress, motivations and emotions, interpersonal communications, group dynamics, power and influence, organizational violence and crime, diversity, values and ethics, and organizational change. *Prerequisite: PSY 111. Spring.*

PSY 365 — Social Psychology 3 hours credit

This is a scientific study of how people's thoughts, feelings, and actions are affected by others. Topics include social cognition, prejudice and discrimination, the self, interpersonal attraction, interpersonal relationships, helping, aggression, attitudes, persuasion, conformity-compliance-obedience, law and order, and groups. *Prerequisite: PSY 111. Spring.*

PSY 370 — Learning and Cognition 3 hours credit

This course is an introduction to learning theories and cognitive psychology. Topics include attention, pattern recognition, knowledge representation, language, reasoning, and human intelligence. *Prerequisite: PSY 111. Fall.*

PSY 400 — Research Methods and Advanced Statistics (Also listed as SOW 400) 3 hours credit

Introductory course work in elementary research design, data collection, analysis and interpretation of data, statistics, and preparation of research is presented. *Prerequisites: MAT 131 and PSY 111, 331. Fall.*

PSY 401 — Advanced Counseling 3 hours credit

This course includes the examination, evaluation, and application of contemporary psychotherapeutic counseling techniques. The development of differential therapeutic skills is also emphasized. An experiential framework allows direct experience with techniques inherent with each of the models. *Prerequisites: PSY 111, 320, 321. Spring.*

PSY 410 — Intervention Methods II Group Counseling (Also listed as SOW 410) 3 hours credit

This course is a presentation of theory and techniques for group intervention. *Prerequisites: SOC 211 and PSY 111, 311. Spring.*

PSY 411 — History and Systems of Psychology **3 hours credit**

This course analyzes the ways in which various philosophical and scientific models of human behavior have impacted the study of human behavior. The Freudian approach, evolutionary psychology and the psychology of religion, behaviorism, gestalt psychology, and cognitive psychology will be analyzed in a manner that relates their historical impact on the field of psychology. *Prerequisite: PSY 111. Spring.*

PSY 412 — Addictive Behavior **3 hours credit**

This overview of significant theories in addiction psychology includes issues pertaining to the practice of counseling, psychotherapy, the use of drugs, alcohol, etc. *Prerequisite PSY 111, 351. Fall.*

PSY 415, 425 — Internship I, II (Also listed as SOW 415 and 425) **3 hours credit each**

The student is placed in an agency offering human services to provide the opportunity to integrate classroom knowledge with practical experience. The practicum is combined with regular on-campus conferencing. The practicum setting is determined by the student's ultimate vocational aim. *Prerequisites: PSY 111, 211, 321, 351, 401. Junior status and approval of faculty. Fall and Spring.*

PSY 424 — Physiological Psychology **3 hours credit**

This is a study of the impact of biological and genetic factors on human behavior. Topics include brain and behavior, sensation and perception, eating and drinking behavior, hormones and sex, language and memory, sleep and dreaming, cognitive disorders, drugs and behavior, stress and abnormality. Animal behavior is depicted throughout the course to help illuminate aspects of human behavior. *Prerequisite: PSY 111. Fall.*

PSY 430 — Senior Seminar (Social Science) (Also listed as SOW 430) **3 hours credit**

This is a group-consensus decision-making laboratory. A laboratory approach is employed, utilizing individual skills with group tasks. Group dynamics are also emphasized. Preparation included for senior comprehensive exam. *Prerequisites: Senior status and approval of seminar professor. Spring.*

PSY 435 — Internship III (Also listed as SOW 435) **3 hours credit**

This is a faculty directed study. *Fall and Spring.*

PSY 436 — Internship IV (Also listed as SOW 436) **3 hours credit**

This is a faculty directed study. *Fall and Spring.*

PSY 445 — Internship V (Also listed as SOW 445) **3 hours credit**

This independent study is professor directed. *Prerequisites: PSY 111, 211, PSY 415, 425 and approval of practicum professor. Fall and Spring.*

PSY 446 — Internship VI (Also listed as SOW 446) **3 hours credit**

This is a faculty directed study. *Fall and Spring.*

PSY 499 — Selected Topics and Readings in Psychology **1-3 hours credit**

Selected topics and readings are related to the student's area of study. Permission of the instructor and of the Vice President for Academic Affairs is required before registration. *Prerequisite: Senior Classification. Offered on demand.*

RELIGION

REL 101 — History and Literature of the Old Testament **3 hours credit**

A study in the origin, development, and structure of the Old Testament is followed by a survey of the great ideas and people of its literature. Special attention is given to its relevance for understanding Christianity and the

religious life of Western society. *Fall and Spring.*

REL 102 — History and Literature of the New Testament **3 hours credit**

A study of introductory matters related to the origin and development of the New Testament is followed by a survey of its books with special emphasis upon the life and teachings of Jesus of Nazareth and Paul, the apostle. *Fall and Spring.*

REL 201 — World Religions **3 hours credit**

This course includes an introductory study of the major religions of the world that acquaints the student with the beliefs, practices, and cultural expressions of each. *Spring.*

REL 241 — Introduction to Philosophy **3 hours credit**

This study of the nature and scope of philosophy seeks to introduce students to the major philosophical concepts from Socrates to Sarte, relating these concepts to the student's personal credo. *Fall and Spring.*

REL 251 — Philosophy of Religion **3 hours credit**

This course considers the philosophical basis and implications of religious belief and theological formulation. Questions about the existence of God, the problem of evil, the scope of religious experience, and the nature of faith are discussed. Ideas from both ancient philosophers and modern thinkers are introduced. *Fall, even-numbered years.*

REL 301 — The Life & Teachings of Jesus **3 hours credit**

This is an examination of the historical Jesus, his public ministry, and the early church's interpretation of his work as set forth in the synoptic gospels. Consideration is given to the lasting significance of Jesus' teachings and to the relationships among the synoptic writers. *Prerequisite: REL 102. Fall, even-numbered years.*

REL 311 — The Johannine Literature **3 hours credit**

This is a study of the fourth gospel, the letters of John, and the Revelation of John, with special attention given to major themes shared by these documents, the cultural context in which these documents developed, and the relationship of these writings to other literature of the era. *Prerequisite: REL 102. Offered on demand.*

REL 321 — The Life & Letters of Paul **3 hours credit**

This investigation into the book of Acts and the Pauline epistles as sources for the apostle's life and teachings emphasizes Paul's continuing influence over Christian theology today. *Prerequisite: REL 102. Offered on demand.*

REL 325 — Introduction to Ethics **3 hours credit**

This course introduces various ethical systems and their criteria for ethical decision making. Moral conflict, implicit and explicit rules, ethical ambiguity, and areas of specific moral choice will be considered. *Prerequisite: REL 241. Fall, even-numbered years.*

REL 331 — The Wisdom Literature **3 hours credit**

An examination of the wisdom writings of the Old Testament along with the poetic and apocalyptic literature of the Hebrew people, this course gives attention to historical experiences of the nation of Israel and to parallel traditions in other ancient Near Eastern cultures. *Prerequisite: REL 101. Offered on demand.*

REL 351 — Principles of Christian Education**3 hours credit**

This is a broad investigation into the field of Christian education, history, philosophy, objectives, agencies, organizations, and trends. It examines techniques, materials, and resources useful in the church's educational process. The role of the Bible and of interpersonal skills in the church's educational experience will be discussed. *Prerequisites: REL 101, 102. Fall, odd-numbered years.*

REL 354 — Spiritual Formation of the Educator**3 hours credit**

This course explores the "inner landscape" of the educator, with special emphasis on the religious educator. Looking at issues such as faith development, ethical integrity, personality, and individual learning style, the class will connect the educator's inner world with his/her message so that the two function in tandem, rather than in opposition to each other. The role of the community of faith in shaping that inner world will be stressed. *Fall, even numbered years*

REL 361 — Christian Education for Children**3 hours credit**

This study of the church's educational ministry with children is designed to explore effective organization and integration into the total ministry of the local congregation. It will identify the most appropriate curriculum resources and methods for nurturing faith as children grow towards faith maturity. *Prerequisite: PSY 211. Spring, even-numbered years.*

REL 362 — Christian Education for Youth**3 hours credit**

This study of the church's educational and formational ministry with youth is designed to explore the goals of ministry with youth and its effective organization and integration into the total ministry of the local congregation. It will identify the most appropriate curriculum resources and methods for nurturing faith as youth grow towards faith maturity. *Prerequisite: PSY 211. Fall, even-numbered years.*

REL 363 — Christian Education and the Adult Life Cycle**3 hours credit**

This study of the church's educational and formational ministry with young adults, mid-adults, and older adults is designed to explore purpose, effective organization, and integration into the total ministry of the local congregation. It will identify the most appropriate curriculum resources and methods for nurturing these adults toward faith maturity. *Prerequisite: PSY 211. Spring, odd-numbered years.*

REL 366 — Leadership in Educational and Formational Ministries**3 hours credit**

This course explores the important role of the leader in envisioning, developing, and supporting a comprehensive system of Christian Education and Formation in the local congregation with a focus on leadership styles, the nature of authority, development of comprehensive education and formation experiences for all ages, development and support of lay leadership and teachers, strategic planning, and administration. *Spring, odd-numbered years.*

REL 370 — Christianity and Unbelief**3 hours credit**

This course comprises a study of classical atheism examining the philosophy of such thinkers as Feuerbach, Freud, Nietzsche, Russell, Sartre, and Ager. Agnosticism and the void of human religious experience will also be discussed. The religious response to atheism from several points of view will also be discussed. *Fall, even numbered years.*

REL 371 — Concepts of Being Human**3 hours credit**

The course is a study of the way in which human nature has been defined through the ages from the early Greek philosophers to modern interpretations with special emphasis on modern psychological, philosophical, and religious theory. Consideration will be given to the implications of such concepts for contemporary life. *Fall, odd numbered years.*

REL 372 - Social Ethics**3 hours credit**

After a brief discussion of biblical ethics and moral theory, this course will focus on selected social issues such as economic injustice, capital punishment, sexual ethics, and hunger. Prerequisite: REL 101, REL 102, or permission of the instructor. *Spring, even numbered years.*

REL 375 - Faith and Popular Culture**3 hours credit**

This course will look closely at popular culture where there are images of faith. Students will look at movies and television, listen to music, read fiction, view art, and examine sports to see where ideas of the divine might be evident. A discussion approach is intended to encourage theological engagement with popular culture and to stimulate “meaning-making” for the participants. *Fall, odd numbered years.*

REL 378 - Teaching the Bible**3 hours credit**

This course is a study of creative ways to teach the Bible, the relationship of the Bible to Christian education and formation, and the implication and importance of Bible study in developing faithful discipleship among children, youth, and adults. *Spring, even numbered years.*

REL 380 — The Battle for God: Fundamentalism in Religious Life**3 hours credit**

This course seeks to understand the cause, the values, and the attraction of fundamentalism in religious life, in particular stressing its desire to control society’s understanding of the divine. Students will focus primarily on fundamentalist movements in Judaism, Christianity, and Islam. *Fall, odd-numbered years.*

REL 399 — Bioethics (also listed as BIO 399)**3 hours credit**

This course is designed to explore the complex ethical questions and concerns raised by the technological advancements being made in medicine, genetics, and cybernetics. The role of futuristic ethics, anticipating the bioethical issues likely to arise in the future and addressing those issues preemptively, will be considered. The importance of having a well-established ethical base from which to examine ethically questionable situations (as opposed to just “situation ethics”) will be stressed. Also, the reason humans need to do bioethics in the first place (as opposed to just letting the technology take us for a ride) will be stressed. While the class will work from a Judeo-Christian ethical perspective, other perspectives may also be considered. *Prerequisite: REL 241 or permission from the instructors. Spring.*

REL 401 — History of Christian Thought**3 hours credit**

This survey of Christian thought from the post-New Testament era through the present compares major theological systems which have emerged within the Christian church. Elements of theology to be considered include revelation, Christology, sin, salvation, the Holy Spirit, and ecclesiology. *Prerequisites: REL 101, 102 plus six hours of upper-division religion courses. Fall, odd-numbered years.*

REL 412 — Twentieth Century Continental Philosophy**3 hours credit**

This course is an examination of selected problems in recent philosophical literature such as meaning, perception, knowledge, truth, and freedom. Readings from twentieth-century European philosophers such as Husserl, Heidegger, Gadamer, Habermas, Derrida, and Foucault will be included. *Fall, odd numbered years.*

REL 415 — Introduction to Contemporary Christian Theology**3 hours credit**

This is a study of major Christian doctrines and beliefs from the points of view of three major theological paradigms. The doctrines of Revelation, Scripture, Creation, Christ, God, Trinity, Sin, and Salvation are considered from the divergent and sometimes conflicting standpoints of the orthodox, liberal, and liberationist/political perspectives. *Spring, odd-numbered years.*

REL 421, 422 — Practicum**3 hours credit each**

On-site experience in a local church or church-related institution is jointly supervised by college and congregational or institutional personnel. *Prerequisites: Senior status and permission of the instructor. Offered on demand.*

REL 431 — The United Methodist Church History & Beliefs**3 hours credit**

This course looks at the major historical events and theological positions of the Methodist Church from its beginning until the present, along with an overview of structure within the Methodist system. *Prerequisites: REL 101, 102. Fall, odd-numbered years.*

REL 440 — Religion in America (also listed as HIS 440)**3 hours credit**

This course is a survey of the American religious experience from the colonial period to the present that focuses upon the various historic forms of Christianity and emphasizes the role of religion in American social, cultural, intellectual, and political development. *Prerequisites: HIS 201/202 or permission of the instructor. Spring, odd numbered years.*

REL 450 — The Holocaust in Historical Perspective**3 hours credit**

This study of Nazi Germany's program of ethnic cleansing aimed particularly at Jews from 1939-1945 considers the causes of the tragedy and its subsequent implications for the worldwide Jewish community. The theological and philosophical implications of the Holocaust for both Jews and Christians will be considered, viewing this event as an expression of the age-old struggle between good and evil. The class will utilize lectures, readings, videos, and discussion to address the subject. *Spring, even numbered years*

REL 455 — Senior Seminar in Religion and Philosophy**3 hours credit**

Each person majoring in Religion and Philosophy (not Christian Education or Church Vocations) will complete a major research project during the senior year, working with a mentor assigned from the religion/philosophy faculty. This project might focus on a particular philosopher's thought, on a specific issue, on an era in the history of philosophy, or on a contemporary trend in philosophical thought. The project will include an oral presentation open to the entire campus community. *Prerequisite: senior status*

REL 499 — Selected Topics and Readings in Religion**1-3 hours credit**

Fourth-year students may pursue a systematic reading program, laboratory project, field study, or studio work dealing with a selected issue in the area of religion or with problems of an interdisciplinary scope. *Prerequisites: Senior status and permission of the faculty. Offered on demand.*

SOCIAL WORK**SOW 201 — Introduction to Human Services****3 hours credit**

This orientation course studies the development of the human services worker in society. This course includes field trips to observe various human services agencies and the responsibilities of persons employed in these settings. *Prerequisite: SOC 211. Fall.*

SOW 220 — Human Services Administration**3 hours credit**

This introduction to management in the Human Services field focuses on policy and procedural aspects of administration. *Prerequisite: SOC 211. Spring.*

SOW 311 — Intervention Methods I (Also listed as PSY 311)**3 hours credit**

This is a study of counseling techniques with individuals and families. *Prerequisites: SOW 220 and PSY 111. Fall.*

SOW 351 — Introduction to Gerontology**3 hours credit**

This study of aging from a physical, social, and psychological perspective includes a survey of theories and research related to special problems of aging. *Prerequisite: SOC 211. Spring.*

SOW 353 — Psychopharmacology (Also listed as PSY 353) 3 hours credit

This analysis of the effects of psychoactive prescription and non-prescription drugs on human behavior presents therapeutic and recreational uses of both licit and illicit drugs. Topics of study include introduction to psychopharmacology, the effects of medications on anxiety disorders, behavioral disorders, mood disorders, psychoses, and substance-related disorders. Recreational use of psychoactive drugs and models of psychosocial treatment for substance-related disorders are also presented. *Prerequisite: PSY 111. Fall.*

SOW 353 — Psychopharmacology (Also listed as PSY 353) 3 hours credit

This analysis of the effects of psychoactive prescription and non-prescription drugs on human behavior presents therapeutic and recreational uses of both licit and illicit drugs. Topics of study include introduction to psychopharmacology, the effects of medications on anxiety disorders, behavioral disorders, mood disorders, psychoses, and substance-related disorders. Recreational use of psychoactive drugs and models of psychosocial treatment for substance-related disorders are also presented. *Prerequisite: PSY 111. Fall.*

SOW 360-Multicultural Education (Also listed as EDU 360) 3 hours credit

This course covers theoretical and practical applications of multicultural issues to learning and teaching in education. Critical issues of self-assessments, case assessment, and considerations of multicultural impact in relation to teaching and learning will be analyzed and evaluated.

SOW 400 — Research Methods and Advanced Statistics (Also listed as PSY 400) 3 hours credit

This is introductory course work in elementary research design, data collection, analysis and interpretation of data, statistics, and preparation of research. *Prerequisites: MAT 251, PSY 111, and PSY 331. Fall.*

SOW 410 — Intervention Methods II / Group Counseling (Also listed as PSY 410) 3 hours credit

This is the presentation of theory and techniques for group intervention. *Prerequisites: SOC 211 and PSY 111 and 311. Spring.*

SOW 415, 425 — Human Service Internship I, II (Also listed as PSY 415 and 425) 3 hours credit each

The student is placed in an agency offering human services to provide the opportunity to integrate classroom knowledge with practical experience. The practicum is combined with regular on-campus conferences. The practicum setting is determined by the student's ultimate vocational aim. *Prerequisites: SOC 211, 311, PSY 111, 211, 321, 351, SOW 201, 220, 311, 400, 410, Senior status and approval of practicum professor. Fall and Spring.*

SOW 430 — Senior Seminar (Social Science) (Also listed as PSY 430) 3 hours credit

This is a group-consensus decision-making laboratory approach utilizing individual skills with group tasks. Group dynamics are also emphasized. Preparation is included for senior comprehensive exam. *Prerequisites: Senior status and approval of seminar professor. Spring.*

SOW 435 — Internship III (Also listed as PSY 435) 3 hours credit

This is a faculty directed study. *Fall and Spring.*

SOW 436 — Internship IV (Also listed as PSY 436) 3 hours credit

This is a faculty directed study. *Fall and Spring.*

SOW 445 — Internship V (Also listed as PSY 445) 3 hours credit

This independent study is professor-directed. *Prerequisites: PSY 111, PS Y211, SOW 415, 425 and approval of practicum professor. Fall and Spring.*

SOW 445 — Internship VI (Also listed as PSY 445) 3 hours credit

This is a faculty directed study. *Fall and Spring.*

SOW 499 — Selected Topics and Readings in Social Work 1 to 3 hours credit

Selected topics and readings are related to the student's area of study. Permission of the instructor and the Vice President for Academic Affairs is required before registration. *Prerequisite: Senior classification. Fall and Spring.*

SOCIOLOGY

SOC 211 — Principles of Sociology

3 hours credit

An introductory study of the science which attempts to describe the origin, growth, structure, and functioning of group life for a better understanding of society and social relationships, this course presents a survey of the basic ideas leading to an understanding of the existence of similarities and diversities of many societies. *Fall and Spring.*

SOC 212 — Social Problems

3 hours credit

This is a study of the nature, scope, and effects of the major social problems and some of the remedial and preventive measures proposed to alleviate them. Included in the course are considerations of such problems as unemployment, physical and mental handicaps of the individual, race, crime, juvenile delinquency, the aged, international relations, and problems relative to religion and education. *Prerequisite: SOC 211. Spring.*

SOC 215 - Poverty and Inequality in America

3 hours credit

Course content consists of a critical analysis of the nature and extent of poverty and inequality in the United States. This course maintains an analytic and descriptive focus on variables tied to poverty among a myriad of different groups and cultures living in the U.S. It will present multiple dimensions of socioeconomic stratification including, but not limited to, race, gender, immigration, age, sexual orientation, family structure, and individuals with disabilities. The role of policy within the United States will be examined.

SOC 311 — Marriage and Family

3 hours credit

This is a course designed to aid young people in understanding the problems of courtship, preparation for marriage, and adjustment within the family. It covers such topics as the growth and personality development of the individual in the family; economic and social aspects of the modern American family; the factors influencing changes in family structure, functions, and stability; and the role of the family in American society. *Prerequisites: PSY 111. Spring.*

SOC 360 — Sociological Theory

3 hours credit

This course provides a theoretical foundation of sociology with an emphasis on the major theories and their development and application. These theories will be assessed and analyzed to help students interpret facets of the social environment. The course objectives are to apply theories to daily life in an attempt to explain the behaviors of society members, both at the micro and macro levels. *Prerequisite: SOC 211.*

SOC 499 — Selected Topics and Readings in Sociology

1-3 hours credit

Selected topics and readings are related to the student's area of study. Permission of the instructor and of the Vice President for Academic Affairs is required before registration. *Prerequisite: Senior Classification. Fall and Spring.*

SPORT MANAGEMENT

SPM 200 — Introduction to Sport Management

3 hours credit

This course introduces students to the sports industry, the wide range of career opportunities involving sport, and the economic impact of sports. Topical areas include a history of the profession, the need for management and organizational skills, current trends and future issues. *Fall.*

SPM 201 — Sport Management Practicum

3 hours credit

Taken the second or fourth semester in the major, this course consists of supervised part-time experience at approved sites for purpose of supporting and clarifying career goals in Sport Management. Each hour of credit requires 40 clock hours per semester. Enrollment is open to Sport Management majors only. Practicum assignments are made by the program coordinator. *Prerequisite: SPM 200. Spring.*

SPM 311 — Theory to Practice in Sport Management **3 hours credit**

This course is an overview of managerial theories and applications, including responsibilities and practices associated with broad perspectives of sport enterprise. *Prerequisites: BUS 201, 202, 221, 222, SPM 200, 201. Fall/Spring as needed.*

SPM 321 — Management of Leisure/Sports Facilities **3 hours credit**

Principles for operationalizing modern recreation and sports-related facilities as well as the development of appropriate management strategies will be studied. *Prerequisites: BUS 201, 202, 221, 222, SPM 200, 201. Fall/Spring as needed.*

SPM 331 — Legal Aspects of Sport **3 hours credit**

This is a study of the identification and application of various areas of law to sport industry. Instruction includes discussion of constitutional law, contract law, anti-trust law, tort law, discrimination in sport, and how each impacts sport management decisions. *Prerequisite: BUS 201, 202, 221, 222, SPM 200, 201. Fall/Spring as needed.*

SPM 350 — Current Trends and Issues in Sport Management **3 hours credit**

This course comprises an investigation and analysis of current issues, problems, and trends in sport management. *Prerequisites: BUS 201, 202, 221, 222, SPM 200, 201. Fall.*

SPM 400 — Finance of Sport **3 hours credit**

This course will provide students with a basic knowledge and understanding of the principles, processes and strategies related to the financial aspects of operating organizations whose mission involves the provision of sport related services and/or products. Topical areas include basic concepts of financial management and planning, budgeting approaches and strategies, and innovative and traditional revenue acquisition methods applicable to sport related organizations. *Prerequisites: BUS 201, 202, 221, 222, SPM 200, 201. Fall/Spring as needed.*

SPM 401 — Sport Marketing **3 hours credit**

This is a study of the application of fundamental marketing concepts to the sport industry. Areas covered include marketing research, fundraising, promotions, advertising, and assessment of marketing programs specific to sport. *Prerequisite: BUS 201, 202, 221, 222, SPM 200 201. Spring.*

SPM 411 — Event Management **3 hours credit**

This is a study of the various principles involved in the promotion, organization, and management of special events. *Prerequisites: BUS 201, 202, 221, 222, SPM 200, 201. Spring.*

SPM 421 — Sport Management Internship **12 hours credit**

Upon completion of all required instructional coursework, all students will be required to complete a ninety (90) day internship. The internship will allow the student an opportunity to receive practical experience in selected athletic or sport related settings. *Prerequisites for internship include: (1) A 2.50 or better grade point average; (2) a grade of "C" or better in all major courses; and (3) approval of intern assignment by intern advisor. Fall and Spring.*

TUTOR TRAINING PROGRAM

TUT 101 **1-3 hour credit**

This course will provide theoretical and methodological training for students employed as peer tutors in the Student Resource Center. The training will cover topics such as critical thinking, working with difficult students, ESL issues, subject area training, study skills, and other topics of relevance. The practical aspect (the actual tutoring) will provide the opportunity to practice the skills acquired in class. In addition to providing general and discipline-specific tutoring skills, this course will facilitate the completion and documentation of tutoring hours necessary for College Reading and Learning Association (CRLA) certification. *Prerequisites: Students must be employed as tutors in the Student Resource Center (SRC) and receive permission from the director of the SRC.*

SPECIAL CLASSES

The following special classes are offered during the summer only. While they carry college credit towards the degree, they do not substitute for any of the general core requirements.

ART 110 — Art Activity

1 hour credit

This is a studio course designed to provide the student with exposure to basic art materials, processes and concepts related to the visual arts.

MAT 110 — Basic Mathematics

1 hour credit

This course addresses whole numbers, fractions, decimals, percent, ratio and proportion, and signed numbers. Topics covered include vocabulary, word problems, and note-taking.

PED 115 — Personal Health

1 hour credit

This course includes a study of personal health problems including communicable diseases, nutrition and fitness. Topics covered include vocabulary.

MIS 110 — Introduction to Computers

1 hour credit

This course is a survey of information processing using computers. Major topics include word processing and spreadsheets.



The Gault Fine Arts Center offers students a venue for music, art, lectures, and special ceremonies.

Executive Council, Faculty, & Administrative Staff

EXECUTIVE COUNCIL

- Ted Brown.....President
B.A., West Virginia Wesleyan College; M.Div., Ph.D., Vanderbilt University
- James T. Murrell Vice President for Academic Affairs
B.S., Austin Peay State University; Ph.D., Vanderbilt University
- David J. Stephens Vice President for Finance and Administration
B.B.A., Belmont University
- Jack L. Gregory Vice President for Institutional Advancement
B.A., Cumberland University; M.A., Cumberland University; D.A., Middle Tennessee State University
- Robert Shelton Vice President for Campus Life and Enrollment Management
A.A., Martin College; B.A., Middle Tennessee State University
- Ed Trimmer Executive Director of the Cal Turner, Jr. Center for Church Leadership
B.A., West Virginia Wesleyan College; M.Div., M.A., Methodist Theological School in Ohio; Ed.D., Columbia University
- Jeff Bain Director of Athletics and Director of Special Programs
B.S., M.Ed., Memphis State University
- Dennis E. Haskins..... Vice President for Planning & Effectiveness
B.S. Purdue University; B.T., San Diego Bible College and Seminary; MBA, Chapman University; M.Ed, Lipscomb University; Ed. D., Tennessee State University
- James R. Hlubb.....Associate Vice President for Human Resources and Operations
B.S., Tusculum College; M.S., Cumberland University

FACULTY

- Sanjay AgarwalAdjunct Lecturer, Health Sciences
M.B.B.S., NHL Municipal Medical College; M.S., Gujarat University; M.P.H., Idaho State University; M.D., Hurley Medical Center
- David AlfordAssistant Professor, Speech & Dramatic Arts & Director of Drama Programs
B.F.F., Austin Peay State University; Certificate in Drama, The Julliard School
- Sheree N. AllenAssistant Professor, Chemistry
B.S., Texas Lutheran University; Ph.D., Baylor University
- Jeff BainProfessor, Physical Education and Director of Athletics & Special Programs
B.S., M.Ed., Memphis State University
- Jacob BerlinAdjunct Instructor, Management Information Systems
B.S., United States Military Academy; M.S., Air Force Institute of Technology; Additional graduate study (ABD), George Mason University
- Christine Brosend.....Adjunct Instructor, Music
B.F.A., Carnegie-Mellon University; Additional graduate study, Carnegie-Mellon University, Eastman School of Music

- Gregory A. Brown.....Associate Professor, Business
A.B.A., B.B.A., M.B.A., Morehead State University; D.A., Middle Tennessee State University
- Kenneth R. Burns.....Professor, Nursing, and Chair, Division of Nursing
A.A., St. Mary's Junior College; B.S., Idaho State University; M.S., University of Utah; Ph.D., University of Texas.
- Melanie M. CampbellAdjunct Instructor, Psychology
B.S., M.S., Freed-Hardeman University
- Terry M. ClarkAdjunct Instructor, History
A.A., Martin Methodist College; B.A., Middle Tennessee State University; M.A.T., University of Tennessee-Knoxville
- James A. Cole.....Associate Professor, Mathematics
B.A., Hendrix College; M.S., Ph. D., Vanderbilt University
- James F. CooperAdjunct Instructor, Psychology and Sociology
B.A., Vanderbilt University; M.S., Columbia University; Ph.D., Union Graduate School
- Jane S. Culpepper.....Instructor, Physical Education
B.S., Middle Tennessee State University; M.Ed., Georgia Southwestern State University
- John DamronAdjunct Instructor, Criminal Justice
A.A., Martin Methodist College; B.S., Middle Tennessee State University; J.D., Nashville School of Law
- Bernice D. DavidsonAssistant Professor, Art
B.F.A., Philadelphia College of Art; M.F.A., School of Art and Architecture, Yale University
- Douglas R. DorerAssociate Professor, Biology
B.S., Haverford College; M.S., Yale University; Ph.D. Thomas Jefferson University; Postdoctoral study Howard Hughes Medical Institute.
- Kimberly Dunnivant.....Instructor, Business and Director of the Evening Program
B.B.A., Martin Methodist College; M.B.A., Bethel University
- Paschal Dunne.....Adjunct Instructor, Business
B.S., M.S., University of Alabama in Huntsville
- T.G. EngelAssociate Professor, Music
B.A., Vanderbilt University; M.M., Indiana University; Ph.D., Indiana University
- Grant FairchildInstructor, Physical Education and Director of Sports Medicine
B.S., University of Southern Mississippi; M. Ed., Augusta State University
- Karen Ferguson.....Assistant Professor, Nursing
B.S.N., Birmingham-Southern College; M.S.N., University of South Alabama; Ph. D., Cappella University
- Eli D. FisherAdjunct Instructor, Religion
B.A., Mount Union College; Ph.D., Vanderbilt University
- Jack ForrestProfessor, Business and Director of Small Business Development Center
B.A., B.S., M.B.A., Ph.D., University of Arkansas
- Lewis FosterAssociate Professor, Biology and Program Coordinator
*B.A., Vanderbilt University; M.S., West Virginia University; Ph.D., Vanderbilt University;
Post-doctoral study, University of Iowa and Michigan State University*

- Don GalaAssociate Professor, Criminal Justice
A.A.S., Monroe Community College; B.S., Rochester Institute of Technology; M.A., University of Central Oklahoma; M.S.Ed., University of Rochester; Ph.D., University of Rochester
- Jack L. Gregory Professor, Physical Education and Vice President for Institutional Advancement
B.S., M.A., Cumberland University; D.A., Middle Tennessee State University
- Ashley GuinnAdjunct Instructor, Business
B.B.A., M.B.A., University of North Alabama
- Mark Hagewood Instructor, Music and Program Coordinator
B.S., Martin Methodist College; M.A., Belmont University
- Jim Travis HamiltonAdjunct Instructor, Criminal Justice
B.S., Middle Tennessee State University; J.D., University of Memphis
- Kim Hammond Instructor, Physical Education and Counselor, Upward Bound
B.S., Lipscomb University; M.Ed., Alabama Agricultural and Mechanical University
- Deborah Hargrove.....Instructor, Nursing
A.S.N., Calhoun Community College; B.S.N., M.S.M., University of Alabama, Huntsville
- A. Brantley Harwell, Jr..... Professor, English and director, W. Garie Taylor Honors Program
B.A., Samford University; M.A., Ph.D., University of Tennessee
- Dennis E. HaskinsAssociate Professor, Education, Vice President for Planning & Effectiveness,
B.S. Purdue University; B.T., San Diego Bible College and Seminary; M.B.A., Chapman University; M.Ed., Lipscomb University; Ed.D. Tennessee State University ...
- Greta HengleinInstructor and Director, First Year Experience
A.B., Washington University in St. Louis; M.S. and additional study, Indiana University
- Scott W. HilemanAssistant Professor, History
B.S., Longwood University; M.A., Winthrop University; Ph.D., University of South Carolina
- Albert Hughes, Jr...Professor, Music
A.B., B.M., Birmingham-Southern College; M.M., University of Illinois; D.M.A., West Virginia University
- Edward R. Hurt Adjunct Instructor, Human Services
B.A., Middle Tennessee State University; M.S.W., University of Tennessee
- Roger W. Ireson Professor, Philosophy and Religion and Special Advisor to the President
B.A., DePauw University; M.Div., Garrett-Evangelical Theological Seminary; Ph.D., The University of Manchester
- Johnny M. Jackson Professor, Mathematics and Chair, Division of Mathematics & Sciences
B.S., M.S., Middle Tennessee State University
- Rick Jobe Adjunct Instructor, Music
B.S., Athens State University; M.A., Memphis Theological Seminary.
- Candace D. Johnson..... Assistant Professor, Nursing
A.S.N., Miami University; B.S.N., Corpus Christi State University; M.S.N., Texas A&M University; D.H.A., University of Phoenix
- Ralph Johnson Adjunct Instructor, Biology and Physical Science
B.S., M.A., Middle Tennessee State University; Additional study, Cornell University

- Barry Wayne Keeton..... Instructor, English and Director, Student Resource Center
B.A., University of Tennessee, Martin; M.A., University of North Alabama
- Laura KirkpatrickCampus Minister
B.S., University of Evansville; M.Div., Garrett-Evangelical Theological Seminary
- Donald L. Kotval.....Adjunct Instructor, Business
B.S., M.S., Middle Tennessee State University, CPA
- John W. Lancaster Professor, Behavioral Sciences and Program Coordinator
B.S., University of the State of New York; M.A., University of North Alabama; Ph.D., Mississippi State University; M.A., Middle Tennessee State University; M.A.R., Liberty University Theological Seminary; Advanced Study, Harvard University
- Kerbe B. Lee Associate Professor, Education and Program Coordinator, Secondary Ed.
B.A., M.A.T., Harding University; Ed.D., University of Tulsa
- Natalie Lewter.....Instructor, English and Director, ESL/TESOL Program
B.A., M.A., University of Alabama, Huntsville
- Susan K. MacArthur.....Adjunct Associate Professor, Nursing
B.S.N., Madonna College; M.S.N., Vanderbilt University; F.N.P., University of Alabama, Huntsville; Ed.D., Trevecca Nazarene University
- Richard Madden..... Director, Warden Memorial Library
B.A., Mount Allison University; B.Ed., Acadia University; M.L.I.S., University of Western Ontario
- Don Marler.....Adjunct Instructor, Music
B.M. Southern Illinois University; B.M., Indiana University
- Kathleen McCann Assistant Professor, Chemistry
B.S., Morningside College; Ph.D., Texas A&M University
- Sandra McCullough Adjunct Instructor, Business
B.S., M.B.A., Middle Tennessee State University
- Gene McGeeAdjunct Instructor, Mathematics
B.E.E., Auburn University; M.S., University of Southern Mississippi
- Leigh Ann McInnis.....Adjunct Instructor, Nursing
B.S.N., M.S.N., Vanderbilt University, Ph.D., Touro University.
- William McKenney Associate Professor, Business and Chair, Division of Business
B.A., Duke University; M.S., Clemson University; Ph.D., The University of Tennessee, Knoxville
- Daniel N. McMasters Associate Professor, Physical Education and Program Coordinator
B.S., University of North Alabama; M.S., Northeast Louisiana University; D.A., Middle Tennessee State University
- Grace A. Meier Professor, Education, Program Coordinator and Chair, Division of Ed
B.S., M.A. George Peabody College for Teachers; Ed. D., Vanderbilt University
- James T. MurrellProfessor, Biology and Vice President for Academic Affairs
B.S., Austin Peay State University; Ph.D., Vanderbilt University
- Gail M. Newton Associate Professor, Business and Assistant Director of Career Services

A.A., Martin College; B.S., Athens State College; M.B.Ed., Middle Tennessee State University

Domenico Nigrelli Assistant Professor, Religion
B.A., Roberts Wesleyan College; M.Div., United Theological Seminary; Ph.D., Vanderbilt University

Howard C. Paysinger Assistant Professor, Mathematics
B.S., M.A., Middle Tennessee State University; Additional study, University of Mississippi

Catherine W. Peacock.....Adjunct Instructor, Mathematics
B.S., North Carolina State University; M.S. Winthrop College

Margie Lee Pigg..... Instructor, English
A.A., B.A., Martin Methodist College; M.A., Western Kentucky University; .Additional study, Middle Tennessee State University

Wayne J. Price Assistant Professor, Biology
B.A., M.S., Middle Tennessee State University

Jack Radcliffe..... Adjunct Instructor, Religion
B.A., Malone College; M.Div., Ashland Theological Seminary; D.Min., Fuller Theological Seminary

Harold Rosenbaum Assistant Director, Warden Memorial Library
B.S., M.L.I.S., University of Kentucky

William E. Rutherford Professor, History and Chair, Division of Social Sciences
B.S., Middle Tennessee State University; M.Ed., Howard Payne University

Paul Rosson.....Adjunct Instructor, Criminal Justice
B.S., University of North Alabama; MCJ, University of North Alabama

Guy J. SchaferInstructor, Speech and Communication
B.S., Ambrose University; M.A., Regent University

Cheryl Ann Smith Instructor, Nursing
A.S.N., Columbia State Community College; B.S.N., University of North Alabama; M.S.N., University of Phoenix

Kathy Smith Adjunct Instructor, Sociology
B.S., M.A., Middle Tennessee State University

Tina T. Smith Assistant Professor, Education
B.A., B.S., M.A.Ed., University of North Alabama; Ed.S, Ed.D., Tennessee State University

Annette Stalions Adjunct Instructor, English
B.S., M.A., Western Kentucky University

Eric Stalions Assistant Professor, English and Director, IEP Program
B.S., M.A., Western Kentucky University; PhD., Bowling Green State University

Paula Stephenson Associate Professor, Accounting and Program Coordinator
B.S., Auburn University; M.T.A., University of Alabama; C.P.A.

Judy L. StewartAssociate Professor, Physical Education
A.A.,Martin Methodist College; B.S., Lipscomb University; M.Ed, D.A., Middle Tennessee State University

Brad TaylorAdjunct Instructor, Business
B.S., M.B.A., University of North Alabama

- Pamela P. Taylor..... Adjunct Instructor, Nursing
B.S.N., M.Ed., M.S.N., University of Tennessee, Chattanooga; Ph.D. Columbia Pacific University.
- Ed TrimmerProfessor, Religion and Director, Cal Turner, Jr. Center for Church Leadership
B.A., West Virginia Wesleyan College; M.A., and M.Div., Methodist Theological School in Ohio, Ed.D., Columbia University
- Kenneth W. Vickers Associate Professor, History and Program Coordinator
B.S., University of North Alabama; M.A., Ph.D., Mississippi State University
- Elizabeth WakefieldAssistant Professor, Management Information Systems and Program Coordinator
B.S., University of Tennessee; M.S., University of Alabama in Huntsville
- David Waybright Adjunct Instructor, Art
B.S., Asbury College; M.Ed., Eastern Kentucky University
- Alicia K. Webb..... Assistant Professor, Psychology
B.A., Transylvania University; Ph.D., University of Kentucky
- Steve West Professor, English
B.S.E., M.A., University of Central Arkansas; Ph.D., University of Southern Mississippi
- John L. White..... Associate Professor, Criminal Justice
B.S., University of North Alabama; M.A., Middle Tennessee State University; Ph.D., Tennessee State University
- C. Patrick WhittemoreProfessor, Religion and Chair, Division of Humanities and Program Coordinator
B.B.A., University of Texas; M.Th., Perkins School of Theology, Southern Methodist University; D.Min., Vanderbilt University
- Kayla J. Wiggins Professor, English, Program Coordinator and Director of Drama Programs
A.A., Tarrant County Junior College; B.A., M.A., Ph.D., Texas Christian University
- Mike Wiggins Adjunct Instructor, History
B.S., Texas Christian University; M.S., Middle Tennessee State University
- J. Christopher Williams Adjunct Instructor, Business
B.A., The University of the South, Sewanee; J.D., Samford University
- Morris Williams Adjunct Instructor, Biology
B.S., M.S., University of Tennessee; Additional study, Louisiana State University
- Tim E. WilsonAssistant Professor, Sport Management and Program Coordinator
B.S., Middle Tennessee State University; M.S., University of Tennessee
- Doris Wossum-FisherAssociate Professor, Psychology
B.A., McMurry College; M.A., West Texas State University; Ph.D., Texas Tech University
- Deborah P. YoungAdjunct Instructor, Business
B.S., M.B.A., Shorter College

ADMINISTRATIVE STAFF

President's Office

Ted Brown.....President
Kim Harrison Assistant to the President
Roger W. Ireson Special Assistant to the President

Academic Affairs

James T. Murrell Vice President for Academic Affairs
Claire Dunnivant Administrative Assistant, Academic Affairs

Registrar's Office

Andrew B. Brown Registrar

First Year Experience

Greta Henglein Director, First Year Experience

Academic Program

Laura Morefield Faculty Secretary
Gary Ohmann Secretary, Nursing Program

Student Resource Center

B.J. Keeton Director
Gordon Thayer..... Director, Career Services
Gail Newton..... Assistant Director, Career Services

Warden Memorial Library

Richard Madden..... Director
Harold Rosenbaum..... Assistant Director, Warden Memorial Library
Martha Kelley ILL/Serials and Acquisitions Clerk
Judy Kelly..... Cataloging Clerk
Chris Van Doran..... Circulation and Financial Manager

Upward Bound Program

Wayne Hobbs Director
Hugh Adams..... Academic Counselor
Kim Hammond..... Academic Counselor
Joy Lewter Administrative Assistant

Athletics

Administration

Jeff Bain Director of Athletics and Director of Special Programs
Claire Cook Sports Information Director
Brynn Wade..... Promotion/Marketing Director

Coaching Staff

Jamy Bechler..... Head Coach, Women's Basketball
Kelly Bratton..... Head Coach, Men's Baseball
John Tyson Head Coach, Women's Soccer
Gerry Cleary..... Head Coach, Men's Soccer
Grant Fairchild Director of Sports Medicine
Brandie Paul..... Head Coach, Softball
Rose Magers-Powell Head Coach, Volleyball
Matt Rackley..... Head Coach, Golf
Melinda Sevier Head Coach, Men's and Women's Tennis

Andy Sharpe.....	Head Coach, Men’s Basketball
Christian Life Center Staff	
Lena S. Black	Assistant, CLC
Wayne Foust.....	Assistant, CLC
James D. Taylor.....	Assistant, CLC

Business and Finance

David J. Stephens	Vice President for Finance and Administration
James R. Hlubb	Assistant Vice President for Human Resources and Operations

Business Office

Rhonda Clinard	Controller
Shiphrah Dass	Accounts Payable Assistant
Courtney Dunavant	Associate Controller
Tina McGill	Accounts Payable Supervisor
Brenda Fernandez	Accounts Receivable Supervisor

Campus Services

Jess Dicus	Coordinator, Campus Services
John White	Director, Campus Safety and Security
Learie Sandy	Security Officer

Auxiliary Services

Bookstore

Margaret Jackson	Manager
Connie Rackley.....	Assistant
Ann White	Assistant
John Wiseman.....	Assistant

Food Service

Patty Lowe	Director, Food Service
------------------	------------------------

Martin Theater

Glenn Chaffin.....	Manager
--------------------	---------

Plant Operations

Maintenance

Fred Hyde.....	Director
Joe Crab	Maintenance
Ricky James	Maintenance
Lee Thompson.....	Maintenance

Grounds and Athletic Fields

Steve Jett	Director
Jeremy Farr	Grounds
Zach Stephens.....	Grounds
Keith Garrison.....	Grounds

Housekeeping

Kay Beaver.....	Supervisor
Serita Fralix.....	Housekeeping
Kenny Hollis	Housekeeping
Robert Jones.....	Housekeeping
Hilda Lanier	Housekeeping
Laquitta Norwood	Housekeeping

Technology

Edward Martin.....	CIO and Network Administrator
--------------------	-------------------------------

Jay Carter Manager, Administrative Software System
Jodi Smith IT Technician
Chris Orzino Technical Support III

Cal Turner, Jr. Center for Church Leadership

Ed Trimmer Director, Center for Church Leadership
Laura Kirkpatrick Campus Minister
Tijunia Brooks Executive Administrative Assistant, Center for Church Leadership
Brandi Belcher V.I.S.T.A. Representative for Service Learning
Deb Flagg Secretary, Religious Life

Enrollment Management

Robert Shelton Vice President for Campus Life and Enrollment Management

Admissions

Lisa Smith Director of Admissions
Brad Taylor Assistant Director of Admissions
Luke Beckett Counselor, Admissions
Lori Lindsey Counselor, Admissions
Georgia Ude International Student Advisor
Tammy Hughes Administrative Assistant, Admissions
Robin Smith Hood Receptionist, Colonial Hall

Financial Aid

Emma Hlubb Director, Financial Aid
Lynn S. Ives Assistant Director, Financial Aid
Anita Beecham Financial Aid Coordinator
Suzanne McAfee Hillhouse Financial Aid Counselor

Evening Program

Kimberly Dunnivant Coordinator of Evening College Program

Institutional Advancement

Jack L. Gregory Vice President for Institutional Advancement
Edna Brewer-Luna Director of Alumni Affairs
Pat Ford Director of the Martin Annual Fund
Christina Jordan Assistant, Institutional Advancement
Sally Phelps Director of Advancement Services
Grant Vosburgh Director of Communications
John Westenberger Development Officer

Media Center/3PTV

Kevin Hood Technical Coordinator
Fern Greenbank Media Education and Production Coordinator
Guy Schafer Social Media Coordinator

Planning and Effectiveness

Dennis Haskins Vice President
Brooklynn Young Assistant to the Vice President and Web Site Coordinator

Student Services

Robert Shelton Vice President, Student Affairs & Director of Enrollment Management
Pat Ford Director of Residence Life;

Learie Sandy Head Resident, Upperman Hall
Julie Shelton Director, Summer Programs and Student Activities
Laura Kirkpatrick Campus Minister
John White Director, Campus Safety and Security
Kim Bracey Aquatics Coordinator



The student apartments overlook the city of Pulaski, including the historic county courthouse.

Index

Academic Advising.....	40	Center for Church Leadership.....	
Academic Calendar.....	5	Change of Schedule	40
Academic Conduct.....	47	Chemistry Courses.....	153
Academic Courses		Christian Education Major.....	104
Academic Honors.....	50	Church Vocations Major	98
Academic Program.....	53	Church Administration Emphasis.....	98
Academic Policies and Procedures	39	Church Music Emphasis	100
Academic Standards.....	50	Pre-Seminary Emphasis.....	102
Accounting Emphasis	63	Class Attendance Regulations.....	47
Accounting Courses (see Business).....	149	Classification of Students	51
Accreditation.....	2	CLEP Examinations	17
ACT Entrance Examination.....	13	COMPASS	42
Addiction Psychology Degree Emphasis.....	136	Computer Literacy.....	
Admission With Advanced Standing.....	16	Computer Science Courses (see MIS).....	
Admission to the College.....	13	Communications Courses	
Admission to Clinical practice (Education).....	75	Continuing Education	46
Admission to the Education Program	74	Core Curriculum	59
Admission Requirements	13	Correspondence Courses.....	
Advanced Placement.....	16	Counseling and Advising	33
Application Procedure	14	Counseling Services.....	33
Art Courses	145	Course Exemptions.....	43
Associate's Degree Requirements.....	56	Course Attendance Requirements.....	47
Athletics.....	36	Course Exemptions	44
Auditing Courses	41	Course Descriptions.....	145
Baccalaureate Degree Requirements	57	Course Loads	41
Bachelor of Business Administration.....	62	Course Placement.....	42
Accounting Emphasis	63	Course Substitutions	56
Management Emphasis.....	65	Credit for Educational Experiences	
MIS Emphasis.....	68	In the Armed Forces.....	17
Sport Management Emphasis	71	Criminal Justice Courses.....	154
Behavioral Sciences Major	134	Criminal Justice Major.....	140
Emphasis in Human Services	135	Cultural Life.....	36
Emphasis in General Psychology	135	Dean's List and Honor Roll	
Emphasis in Addiction Psychology	136	Degree Completion Requirements.....	56
Behavioral Sciences Minor.....	138	Degrees Offered.....	53
Biology Courses.....	147	Dining Hall.....	
Biology Major	120	Directed Study Classes	41
Biology Major, 7-12 Licensure.....	82	Division of Business	62
Buildings.....	11	Division of Education	73
Business Courses	149	Division of Humanities	96
Business Education, Certification.....	84	Division of Mathematics and Sciences.....	119
Business Programs.....	62	Division of Nursing.....	126
By-Pass Examinations	17, 41	Division of Social Sciences	133
Calendar.....	5	Divisions of Instruction.....	53
Campus and Buildings.....	11	Double Major in the Baccalaureate Degree.....	57
Careers in Health Sciences.....	119	Drama (see English).....	

Dropped Courses.....	20	Library.....	37
Dual Enrollment.....		Library Science Courses.....	175
Early Honors Admission.....	14	Loan Funds.....	23
Economics Courses (see Business).....		Major.....	39
Education Courses.....	159	Majors, Hour Requirements.....	54
Elementary Education Alternate Route.....		Management Degree Emphasis.....	65
Elementary Education Major.....	80	Management Information Systems Courses.....	175
English Courses.....	163	Management Information Systems Degree Emphasis.....	68
English Major.....	110	Martin Moments.....	54
English Major, Secondary Certification.....	86	Mathematics Courses.....	177
ESL Courses.....	168	Media Courses.....	
Evening Degree Program.....	45	Mini-Term (Summer).....	45
Examinations.....	47	Minor.....	39
Executive Council.....	206	Mission Statement.....	9
Expenses.....	18	Music Courses.....	181
Faculty Listing.....	206	Music Major.....	116
Financial Aid.....	21	Non-Credit Students.....	44
Foreign Language Courses.....	169	Numbering System for Courses.....	145
First Year Experience.....		Nursing Courses.....	184
First Year Experience Courses.....		Nursing Major.....	131
General Education Core.....	59	Nursing Program.....	126
General Information.....	8	Admission Requirements.....	128
Geography Courses (see History).....		Clinical Requirements.....	127
Grade Point Requirements for Graduation.....	54	Essential Performance Requirements.....	126
Grade Reports.....	49	Program Costs.....	128
Grading System.....	49	Progression Requirements.....	130
Graduation Honors.....	58	RN-BSN Program.....	130
Graduation Requirements.....	54	Nursing RN-BSN Courses.....	
Grants.....	22	Participation in Commencement.....	57
Health and First Aid.....	33	Philosophy (see Religion) Courses.....	
Health Courses (see Physical Ed and Health).....	191	Physical Education Courses.....	189
History Courses.....	171	Physical Education Major.....	92
History Major.....	142	Physical Education, Fitness Management Major.....	94
History Major, 7-12 Licensure.....	88	Physical Education K-12 Certification.....	90
History of the College.....	10	Physical Science Courses.....	194
Honor Code.....	47	Physics Courses.....	
Honor Societies.....	34	Praxis Pass Rates (Education).....	
Honors Courses.....		Pre-College Students.....	14
Honors Program.....	45	Pre-Law, Suggested Curriculum.....	144
Housing and Meals.....	37	Pre-Med, Dentistry, Pharmacy.....	119
Humanities Courses.....		Pre-Professional Programs.....	39
Human Services Degree Emphasis.....		Post Baccalaureate Students Seeking Initial Licensure, Endorsement, or Highly Qualified Status.....	57, 78
Intent to Graduate Form.....	56	President's List.....	50
International Students.....	15	Probation.....	50
International Studies Program.....	45	Program Assessment.....	52
Late Registration.....	40	Psychology Courses.....	194
Liberal Arts Major.....	113		
Liberal Arts Courses.....			

Publications.....	Student Christian Association.....	35
Refunds.....	Student Government.....	34
Registration.....	Student Handbook.....	23
Religion and Philosophy Major.....	Student Loans.....	52
Religion Courses.....	Student Records.....	33
Religious Life.....	Student Union.....	45
Repeated Courses.....	Summer School.....	50
Residence Halls.....	Suspension.....	8
Residence Requirements.....	Telephone Directory.....	111
Satisfactory Academic Progress.....	TESOL Certificate.....	47
Scholarships.....	Tests and Examinations.....	15
Second Baccalaureate Degree.....	TOEFL Requirements.....	52
Social Life.....	Transcripts.....	44
Social Work Courses.....	Transfer Credits.....	13
Sociology Courses.....	Transfer Students.....	43
Special Summer Courses.....	Transient Students.....	15
Sport Management Courses.....	Tutor Training Program Courses.....	9
Sport Management Degree Emphasis.....	Veterans Affairs.....	48
Staff Listing.....	Vision Statement.....	48
Student Loans.....	Withdrawal from Classes.....	48
Statement of Intent to Graduate.....	Withdrawal from the College.....	48
	Yearbook.....	





433 West Madison Street
Pulaski, Tennessee 38478

