



MARTIN METHODIST COLLEGE
2016-2017



Catalog 2016-2017

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 Southern Association of Colleges and Schools Commission on Colleges to award associate degrees, baccalaureate degrees, and the Masters of Business Administration. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 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 Teacher Education Program is accredited by the State of Tennessee Department of Education.

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 a 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 addressed directly to the College and not to the Commission's office

The College is an affirmative action institution and does not discriminate unlawfully on the basis of race, color, creed, disability, national/ethnic origin, age, religion, sex, sexual orientation, or veteran status in its admission Policy, programs, or activities, education policies, scholarship and loan programs, athletic and other College-administered programs, or employment practices and programs.



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 parallel 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 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 Academic Affairs during regular office hours to make an appointment with the College's grievance officer.

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. A corrected copy for changes and/or for the 2016-2017 catalogue is found in the on-line version, www.martinmethodist.edu/academics/register-office. All changes will be made by October 1, 2016.

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Academic Calendar 2016-2017

Fall Semester 2016

August

20	Saturday	Move-In Day
21	Sunday	Orientation and FYE Classes Begin
22	Monday	RedHawk Ready for New Students Evening College RedHawk Ready Day
23	Tuesday	RedHawk Ready Day for Returning Students
24	Wednesday	Day Classes Begin Opening Convocation 11:00 a.m.
25	Thursday	Fall F1 Classes Begin
31	Wednesday	Last Day to Receive 100% Tuition Credit for Complete Withdrawal Last Day to Add Fall Day Classes

September

5	Monday	Labor Day Holiday
8	Thursday	Last Day to Withdraw from Fall F1 Classes with a Grade of "W"
9	Friday	Last Day to Receive 90% Tuition Credit for Complete Withdrawal
14	Wednesday	Census Day
21	Wednesday	Last Day to Withdraw from Fall Day Classes with a Grade of "W"
22	Thursday	Fall F1 Mid-Term Grades due at 8:00 a.m.
27	Tuesday	Last Day to Receive 50% Tuition Credit for Complete Withdrawal

October

6-7	Thursday-Friday	Fall Holiday (Students/Faculty)
13	Thursday	Last Day to Withdraw from Fall F1 Classes
17	Monday	Fall Day Mid-Term Grades Due at 8:00 a.m.
20	Thursday	Fall F1 Ends
21	Friday	Fall F1 Final Grades Due at 4:30 p.m.
24	Monday	Fall F2 Classes Begin Registration Begins for Spring 2016 (Seniors Only)
26	Wednesday	Registration Begins for Spring 2016 (All Students)
27	Thursday	Last Day to Add Classes in Fall F2
29	Saturday	Preview Day
31	Monday	Last Day to Receive 25% Tuition Credit for Complete Withdrawal

November

1	Tuesday	0% Tuition Credit for Complete Withdrawal Begins
7	Monday	Last Day to Withdraw from Fall F2 with a Grade of "W"
17	Thursday	Fall F2 Mid-Term Grades Due at 8:00 a.m.
19	Saturday	Preview Day
24-25	Thursday-Friday	Thanksgiving Holidays
28	Monday	Last Day to Withdraw from Fall Day Classes

December

3	Saturday	Scholarship Awards Reception
8	Thursday	Last Day to Withdraw from Fall F2 Classes
9	Friday	Fall Day Classes End
12	Monday	Reading Day
13	Tuesday	Final Exams Begin
15	Thursday	Fall F2 Ends
16	Friday	Final Exams End

December

19	Monday	Fall Day and F2 Grades Due at 8:00 a.m.
23	Friday	Christmas Holiday
26	Monday	Christmas Holiday

Spring Semester 2017**January**

2	Monday	New Year's Day Holiday
5	Thursday	Spring S2 Classes Begin RedHawk Ready Day
6	Friday	RedHawk Ready Day
8	Sunday	RedHawk Ready Day for New Students/Orientation
9	Monday	Day Classes Begin Last Day to Add Spring S1 Classes
16	Monday	Martin Luther King Jr. Holiday Last Day to Receive 100% Tuition Credit for Complete Withdrawal
17	Tuesday	Last Day to Add Spring Day Classes
19	Thursday	Last Day to Withdraw from Spring S1 with a Grade of "W"
24	Tuesday	Last Day to Receive 90% Tuition Credit for Complete Withdrawal
30	Monday	Census Day

February

4	Saturday	Preview Day
6	Monday	Last Day to Withdraw from Spring Day Classes with a Grade of "W"
10	Friday	Last Day to Receive 50% Tuition Credit for Complete Withdrawal
11	Saturday	Barton Scholarship Competition
17	Friday	Spring S1 Mid-Term Grades Due at 8:00 a.m.
20	Monday	Last Day to Withdrawal from Spring S1
25	Saturday	Future Teachers and Alford Scholarship Competition
27	Monday	Spring S1 Classes End

March

1	Wednesday	Spring S1 Final Grades Due at 4:30 p.m.
2	Thursday	Spring S2 Classes Begin
6	Monday	Last Day to Add Spring S2 Classes Spring Day Mid-Term Grades Due at 8:00 a.m.
13-17	Monday-Friday	Spring Break: No Classes Meet
20	Monday	Registration for Summer 2017 and Fall 2017 Begins (Rising Seniors Only)
22	Wednesday	Registration for Summer 2017 and Fall 2017 Begins (All Students)
23	Thursday	Last Day to Receive 25% Tuition Credit for Complete Withdrawal Last day to Withdraw from Spring S2 Classes with a Grade of "W"
24	Friday	0% Tuition Credit for Complete Withdrawal Begins
25	Saturday	Preview Day

April

10	Monday	Last Day to Withdraw from Spring Day Classes
14	Friday	Easter Holiday
20	Thursday	Last Day to Withdraw from Spring S2 Classes
21	Friday	Spring Day Classes End
24	Monday	Reading Day
25	Tuesday	Final Exams Begin
27	Thursday	Spring S2 Ends
28	Friday	Final Exams End

May		
1	Monday	Senior Grades Due at 8:00 a.m.
3	Wednesday	All Spring Day and S2 Grades Due at 8:00 a.m.
5	Friday	Baccalaureate Service, 4:00 p.m.
6	Saturday	Commencement, 10:00 a.m.

Summer Session 2017 (Day Classes Meet M, T, W, Th and Evening Classes Meet M, Th)

May		
15	Monday	Summer S1 Classes Begin
16	Tuesday	Last Day to Add Summer S1 Classes
18	Thursday	Last Day to Receive 100% Tuition Credit for Complete Withdrawal
21	Sunday	Last Day to Receive 90% Tuition Credit for Complete Withdrawal
25	Thursday	Last Day to Receive 50% Tuition Credit for Complete Withdrawal
29	Monday	Memorial Day Holiday
30	Tuesday	Last Day to Withdraw from Summer S1 Classes with a Grade of “W”
June		
6	Tuesday	Last Day to Receive 25% Tuition Credit for Complete Withdrawal
7	Wednesday	Orientation 0% Tuition Credit for Complete Withdrawal begins
8	Thursday	Orientation
9	Friday	Orientation
15	Thursday	Last Day to Withdraw from Summer S1
22	Thursday	Summer S1 Ends
23	Friday	Summer S1 Grades Due at 4:30 p.m.
26	Monday	Summer S2 Begins
27	Tuesday	Last day to Add Summer S2 Classes Orientation
28	Wednesday	Orientation
29	Thursday	Last Day to Receive 100% Tuition Credit for Complete Withdrawal
July		
2	Sunday	Last Day to Receive 90% Tuition Credit for Complete Withdrawal
4	Tuesday	Independence Day Holiday
6	Thursday	Last Day to Receive 50% Tuition Credit for Complete Withdrawal
10	Monday	Last Day to Withdraw from Summer S2 Classes with a Grade of “W”
18	Tuesday	Last Day to Receive 25% Tuition Credit for Complete Withdrawal
19	Wednesday	0% Tuition Credit for Complete Withdrawal begins
27	Thursday	Last Day to Withdraw from Summer S2 Orientation
28	Friday	Orientation
August		
3	Thursday	Summer S2 Ends
4	Friday	Summer S2 Grades Due at 4:30 p.m.

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

Address To:

Vice President for Campus Life and Enrollment Management
Provost
Director of Admissions
Director of Athletics
Director of Alumni and Annual Giving
Director of Curry Christian Life Center
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.

With an historic campus located in Pulaski, Tennessee, in the beautiful hills of southern Middle Tennessee, Martin Methodist College is convenient to both Nashville (70 miles to the north) and Huntsville, Alabama (40 miles to the south). The College has a presence at Northfield, in Spring Hill, TN, and on-line.

Mission Statement

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

- provide undergraduate, graduate and professional programs grounded in the liberal arts and sciences that are designed to prepare students for careers and lives of continued learning;
- promote a diverse and globally conscious 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 the educational epicenter for south central Tennessee and a college of opportunity for our students, community, and church.



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 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. Martin served as president of the Nashville and Decatur Railroad and as president of a local savings bank; he was also 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 current 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 that 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. The east campus facility includes a baseball and softball complex, a soccer field and practice field plus an indoor practice facility that includes coaches’ offices.

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 ten-year plan, Martin 2010, which 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 residence hall. 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. In 2009, the "old gymnasium", originally constructed in 1931, was completely renovated as the Gault Fine Arts Center.

In 2012, the College launched the Martin 2020 plan that includes additional growth of the student body, a revised campus master plan, and expanded program offerings, including the addition of graduate programs in certain academic areas. In 2015, the Master of Business Administration was added.

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 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, the resident counselor's apartment, and a chapel. 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 Internetzo Café, student mailboxes, and the Student Resource 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, a cardio room, and other physical education facilities. The sports medicine training room is located in the Center. Intercollegiate volleyball courts are also located here. 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.

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 Owens 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.

The **Martin Methodist Clinic** is located on the northwestern edge of the campus, beside the student apartments. Originally a private residence, the building has served several functions for the college with its current function being the first-ever health clinic on campus. The clinic provides basic health care needs to students, faculty, staff and their families. The facility also gives student nurses at Martin Methodist College an environment in which to practice their skills under faculty supervision.

The **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 **Oakwood Apartments** were purchased by the College in 2011 and serve as an Honors residence hall. Students must have lived on campus for at least one year and have a cumulative grade point average of 3.30 or higher to qualify to live in the Oakwood Apartments.

The **East Campus** is unique among athletic facilities in our region, supported by a 14,000 square foot indoor practice facility. Located a mile and a half from the main campus, it consists of 46 acres containing lighted soccer, baseball, and softball game fields plus practice and intramurals fields.



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| 1. Commuter Parking Lot | 7. Classroom | 15. Barton Entrance Gates | 23. Martin Hall |
| 2. Additional Parking | 8. Student Union Building | 16. Oakwood Apartments | 24. Martin Hall Auditorium & "The Market" |
| 3. Clinic | 9. Assembly House | 17. Western Memorial Library | 25. Grissom Gazebo |
| 4. Robert E. Curry Christian Life Center | 10. Upperman Hall | 18. Dr. W. Johnston Center | 26. President's House |
| 5. Student Apartments | 11. Herbert and Grace Grissom Colonial Hall | 19. Virginia and Thomas Gault Fine Arts Center | 27. Maintenance House |
| 6. Cal Turner, Jr. Center for Church Leadership | 12. Academic Affairs/Registrar | 20. Dr. W. Harold Anderson Science Building | 28. Redbrook Book Nook |

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 admission policies.

The Office of Admissions strongly encourages all prospective students interested in enrolling at Martin Methodist to visit the campus at a scheduled Preview Days or to arrange a private visit with an admissions counselor. These visits may be scheduled Monday through Friday from 8:00 a.m. to 5:00 a.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, or email the Office of Admissions at admit@martinmethodist.edu. We encourage you to visit the College web site at www.martinmethodist.edu under 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. Residence hall 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 the following requirements:

1. A composite score of 18 or above on the ACT or 1290 or above on the SAT
2. A minimum high school grade point average of 2.0.

Special Circumstances

Students who do not meet these requirements for admission 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 be in good standing with the last college or university attended with a GPA of at least a 2.0.** An official transcript of all previous college work must be submitted, and a high school transcript may be required. A student who has college credits earned while still in high school (dual enrollment) and has not attended college after high school graduation is considered as a new freshman regardless of the number of hours earned through dual enrollment. Students who complete all the courses listed for a particular Tennessee Board of Regents Tennessee Transfer Pathway and who hold an Associate of Arts or Associate of Science degree from a Tennessee Community College or from a senior institution within the state that meets the Transfer Pathway will be admitted with junior standing and will have satisfied the General Education core requirements for the B.B.A., B.S., B.S.N. and B.A., **except** for the foreign language requirements for the B.A degree or other courses specifically required for the student's major. Students who have not followed an approved Transfer Pathway and who hold an A.A. or A.S. degree, or students holding an applied degree (e.g., A.A.S.) must have their transcripts evaluated on an individual basis; recognized courses will be credited toward graduation.

Students with A.A. or A.S. degrees from OTHER STATES that are designed to transfer to a senior institution must have their transcripts evaluated. Certain academic programs may have special core requirements that the transfer student may be required to complete. 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 (A.A. or A.S.) or Bachelor’s degree with an overall GPA of 2.0 or higher.

Application Procedures

1. An official Application for Admission form must be completed in full. Forms may be completed on-line by visiting www.martinmethodist.edu and clicking the Apply button, on campus at Colonial Hall, or by mail.
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 term must complete a re-admission application. Students who have been enrolled within the past calendar year are not required to pay an application fee.
6. Veteran/military students must have military transcripts submitted (www.jst.doded.mil/smart/signIn.do, www.au.af.mil/au/barnes/ccaf/transcripts.asp)

Pre-college Students

Students who wish to begin college work during the summer after their sophomore year 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 Provost of the College;
3. must submit a letter from a high school counselor addressing the student’s ability to do college work; and
4. college classes 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 a college-level course taught by a Martin Methodist College faculty member 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 Provost and 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. All international students whose first language is not English must undergo placement testing prior to registration, and based upon performance, may be required to take classes in English as a Second Language (ESL) or to participate in MMC's Intensive English Program (IEP). For admission, the College requires an official transcript of the last four years of academic work, TOEFL scores, and a statement of financial responsibility. Inquiries concerning U.S. college studies may be directed to the United States Embassies and Consulates. If students have completed international College work, transcripts must be evaluated by WES or another accredited institution.

Veterans' Affairs

Martin Methodist College is approved by the Tennessee State Approving Agency for the training of veterans and their eligible dependents. 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 portfolio review, candidate interview, performance assessment, or a combination of these methods documenting competence. A student may earn up to 30 hours of prior or experiential learning.

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 Provost, 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 the 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 not enrolled 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.

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. Students who have not submitted a completed application and paid the

necessary fees will not be permitted 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. Hours apply toward the total hours required for graduation. Grades of satisfactory (P) will be assigned. 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
Art 2D Design	3 or higher	3	ART111
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/Language Composition	3 or higher	6	ENG 101-102
English Literature/Composition	3 or higher	6	ENG 201-202
Economics- Micro	3 or higher	3	BUS202
World History	3 or higher	6	HIS 111-112
American History	3 or higher	6	HIS 201-202
Government and Politics US	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
Psychology	3 or higher	3	PSY 113
Statistics	3 or higher	3	MAT 231
Environmental Science	4 or higher	8	PHY 101-102

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. 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. Interested students should check with the Provost 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. Transfer students must have copies of CLEP scores sent by the CLEP Testing Center to the Registrar's Office at Martin Methodist College for evaluation. For subject exams, a minimum score of 50 is required; in some areas a written essay is required in addition to the subject examination.

By-Pass or Challenge Examinations

Departmental examinations are available to students who qualify to attempt to by-pass courses. Requests to by-pass a course will be considered for students who document prior experiences that would justify a by-pass attempt. Up to six hours may be earned in this manner. A grade of "P" is entered on the transcript when credit is earned. Interested students must petition the appropriate faculty member to request the examination(s). The student also must have approval of the Division Chair and the Provost 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 may not 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 must furnish evidence of laboratory or field experiences if required. Fees apply.

Experiential Learning

Students who have had work or life experiences that may qualify for course credit should discuss these with the appropriate faculty member. The student must furnish evidence, usually in the form of certificates, that document learning competencies and outcomes. The faculty member must approve the credit, with approval also needed by the Division Chair and Provost.

Credit for Educational Experiences in the Armed Forces

All veterans must submit a copy of the D.D. Form 214 and their American Council on Education transcript as part of their admissions process in order for credit to be awarded. Additional credit for training in formal service schools will be granted on the basis of recommendations in “A GUIDE TO THE EVALUATION OF EDUCATIONAL EXPERIENCES IN THE ARMED SERVICES” or the recommendations of the Commission on Accreditation of Service Experiences, as it is equivalent to a specific Martin Methodist College course.

International Baccalaureate Credit

Credit may be awarded for acceptable scores on certain subject area examinations in the International Baccalaureate (IB) Program. A score of 5 or above is required at the standard level.

Graduate Admission Procedures

Information regarding graduate admission may be obtained from the Martin Methodist College Office of Academic Affairs or from the Director of the graduate program the student is interested in pursuing. The address for the Office of Academic Affairs is: 433 West Madison Street, Pulaski, TN 38478 or you may contact Dr. Judy Cheatham, Provost at 931-363-9823 or jcheatham@martinmethodist.edu.

To be considered for admission, the required admissions materials should be on file in the Office of Academic Affairs prior to April 15 for summer enrollment, prior to August 15 for fall enrollment, or prior to November 15 for spring enrollment. An application for graduate admission must include a completed application form, official transcripts from all institutions attended, and appropriate test scores (GRE, GMAT, TOEFL, etc.). Individual graduate programs may establish different application deadlines and applicants should confirm deadlines with the program they wish to enter. Incomplete applications will not be circulated for divisional review. Incomplete applications will be held for one year, but beyond that time, the application process, including a new application fee, must begin again.

Following a student’s completed application for admission, an official letter of notification will be sent to the applicant indicating formal acceptance or denial of admission. Students should note that admission to graduate study at Martin Methodist College does not necessarily guarantee admission into a specific academic program.

General Admission Requirements

Requirements for acceptance to graduate study at Martin Methodist College include the following:

1. A completed Graduate Application form.
2. Official transcripts of all undergraduate and graduate work from each institution attended, including transcripts from Martin Methodist College, if applicable. These transcripts must include verification that the applicant has received a

- baccalaureate degree from a regionally accredited four-year institution.
3. A minimum 3.0 overall GPA (based on a four-point scale) for undergraduate studies (or on the last 60 hours of undergraduate course work). If students have completed an advanced degree, the GPA for that degree will be considered for admission.
 4. Official scores on the Graduate Record Examination (GRE) or other appropriate graduate admission test. Test scores on the graduate examination used may not be more than five years old at the time of application.
 5. Three letters of professional recommendation stating the applicant's qualifications for graduate work from persons who have personal knowledge of the applicant's academic/work performance.
 6. A \$50.00 application fee for all graduate programs. Checks should be made payable to Martin Methodist College.

All application materials are reviewed and considered in admission decisions. Individual programs may have additional program requirements, such as GPA, letters of recommendation, GRE, GMAT or other test scores, a written essay, prerequisite subject areas of study, interviews, and admission deadlines.

Provisional Admission

Applicants who have not submitted all of the official documentation required for full admission by the admission deadline for the MBA program may, at the recommendation of the MBA Program Director, the MBA Admissions Committee, and the Provost, receive provisional admission to the MBA program. Provisional admission includes such circumstances as:

- a. The undergraduate institution's not having officially posted the awarding of the baccalaureate degree;
- b. The Office of Academic Affairs' not having received the applicant's official standardized test scores;
- c. A missing letter of recommendation.

Applicants admitted provisionally for missing documentation must submit all missing documentation by the end of the first month of study, or they will be removed from the MBA program. Financial aid is not available for provisional admissions.

Conditional Admission

Applicants who meet any of the following conditions may be offered conditional admission to enroll in 6 graduate hours (including BUS 525 Business Research Methods) in the MBA program, at the recommendation of the MBA Program Director, the MBA Admissions Committee, and the Provost.

- a. An undergraduate GPA of 3.0 or below;
- b. An GPA of 3.0 or below on their last 60 undergraduate semester hours;
- c. A GMAT total score of 490 or below;
- d. A GMAT quantitative score of 33 or below;
- e. A GMAT verbal score of 21 or below; or
- f. Any GRE total, quantitative, or verbal exam result that, when converted by the ETS GRE comparison tool to its GMAT equivalent, is equivalent or below the respective GMAT score criterion listed above.

After successful completion of 6 graduate semester hours (including BUS 525 Business Research Methods) with final grades of B or higher as a conditionally admitted graduate candidate, the individual may file a written request with the Provost to review the application for full admission to the graduate program. The request will be forwarded to the MBA Program Director for consideration by the MBA Admission Committee. Graduate credits earned while a conditionally admitted candidate holds conditional status may count towards the graduate degree program.

Applicants who receive conditional admission to the MBA program must earn a final grade of B or higher in BUS 525 Business Research Methods before their conditional admission status can be changed to full admission status.

Applicants who receive conditional admission to the MBA program may be required to satisfactorily complete additional preparatory course work before continuing in the MBA degree program.

Non-Degree Admission

Individuals who do not wish to pursue a graduate degree may apply to enroll in graduate classes as non-degree students. Non-degree status is usually reserved for applicants who are practicing professionals in the field and who wish to take one or two courses for professional development. Non-degree students may be permitted to take up to six hours of courses per term on a space-available basis, up to nine hours total, and upon receipt of the following application information:

1. An application for admission.
2. A \$50.00 application fee.
3. Official transcripts for all undergraduate and graduate work. These transcripts must include certification that the applicant has received a baccalaureate degree from a regionally accredited four-year institution.
4. Written permission from the coordinator/director of the graduate program which is offering the course. All other courses will be blocked to non-degree-seeking applicants except for the course(s) that have been approved.
5. Non-degree students who later apply for and are accepted into a degree program may apply a maximum of nine hours of graduate work taken as non-degree students. Students who already possess a master's degree may exceed the six-hour limit for non-degree students.

Non-degree seeking students who later decide to apply for a degree must notify the Provost in writing, and if approval is granted by the appropriate program director/coordinator, students may be allowed to count their six credit hours toward the degree program, up to nine hours, provided they have made a minimum grade of B in the courses. Non-degree students who later seek admission to a degree program and plan to apply their non-degree hours to that degree program must meet all requirements for full admission to a degree program. Non-degree students with undergraduate GPA or graduate test score deficiencies who wish to apply for admission into a graduate program may be admitted conditionally and the non-degree hours may be applied toward the semester hour requirements needed to remove the conditional status.

Transfer credits

An MBA candidate may transfer up to six (6) graduate semester credits from another regionally accredited university, depending upon review and recommendation from the Graduate Council. The candidate must include course descriptions and course syllabi with any transfer request, and may also be asked to provide examples of the work in any course for which transfer credit is requested. The Provost will make the decision on transfer requests.

Graduate course substitutions

Graduate students may substitute a graduate course from the College or another regionally accredited institution for an MBA program requirement. The full-time professor who teaches the equivalent course may make a recommendation regarding the substitution request, or may refer the substitution request to the Graduate Council. If there is no full-time faculty member for the equivalent course, the substitution request will be forwarded to the Graduate Council for a recommendation. The Provost will make the decision on graduate course substitution requests.

Admission of Transient Students in Graduate Programs at Other Institutions

Applicants who are unconditionally enrolled in graduate programs at other institutions may take a limited number of courses in a graduate program at Martin Methodist College with the following documentation:

1. An application.
2. A letter from the Registrar's office at the institution in which the applicant is enrolled stating the applicant is a student in good standing and the applicant has permission to take the requested course.
3. Written permission from the appropriate program coordinator/director.

4. An official transcript.
5. An application fee of \$50.00.

Admission of Undergraduate Students to Graduate Coursework

An undergraduate student at Martin Methodist College who has a cumulative 3.0 GPA and is within nine hours of graduation may receive written permission from the appropriate director/coordinator to take up to six hours of graduate courses. The student must maintain a 3.0 GPA while taking these courses. If these courses count as hours towards the baccalaureate degree, they cannot be used later as graduate hours towards a graduate degree.

Admission of International Students

International students must meet the same admission standards required of other applicants. In addition, they must submit the following items:

1. Certified transcripts, diplomas, and certificates translated in English by WES or another accredited service.
2. An official letter of financial backing.
3. A signed International Student Health Agreement.
4. A satisfactory score on an approved test of English-language proficiency. Undergraduate studies requires an official test score of at least 70 (TOEFL iBT), 525 (TOEFL PBT and ITP), 620 (TOEIC), or 5.5 (IELTS). Graduate studies requires an official test score of at least 80 (TOEFL iBT), 550 (TOEFL PBT and ITP), 670 (TOEIC), or 6.0 (IELTS). The Test of Written English may also be required. Individual graduate programs may set higher English-language proficiency scores and or require additional documentation of English-language proficiency.

Retention of Records for Graduate and Undergraduate Application

Applicants who have been admitted and choose not to enroll in coursework but wish to keep their records current should submit a written request to the Admissions Office, indicating that they want their application to be kept on file for one calendar year following the term of admission. After one calendar year, their files will be purged.

Students who have not enrolled in coursework for a semester/term (i.e. they have taken a break from College for any reason) need to notify the Admissions Office they wish to continue in their program, so they can complete the re-application process. They also need to provide the Office of Academic Affairs with any updated personal information, (e.g. a change of address).

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 before classes begin 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 & Fees/ 2016-17

Full-time tuition, per year (12-18 semester hours)	\$22,288.00
Part-time tuition, per credit hour (1-11 semester hours)	930.00
Overload tuition, per credit hour (19 semester hours & above)	500.00
MBA Tuition/Fees, per 3 credit hour course	2,076.00
Comprehensive Fee, per semester (Full-time Day students)	710.00
Comprehensive Fee, per semester (Part-time Day students)	150.00
Late registration fee (Day students)	75.00
Live Text fee	100.00
Sport Management Internship Fee, \$220/Student Teaching, \$600	220.00-600.00
General Internship Fee, per credit hour	50.00
Directed study fee (in addition to tuition), per credit hour	150.00
Audit course charge, per credit hour	75.00
Music ensemble fee, per year	100.00
Challenge Exam fee (Computer Literacy Test/Bypass Exam), per hour	75.00
Nursing program fee, per semester	350.00
Science lab, MIS, Art fee, HPPE 211, HPPE 322, HPPE 323, per course	30.00
Education Field Experience Fees	10.00-250.00
Elementary Education fee, per course	50.00
Secondary Education fee, per course	250.00
Physical Education fee, per course	200.00
Practitioner's Licensure Mentoring Fees (EDU 480, \$200/EDU 481, \$100)	100.00-200.00
HPPE activity fee, per course	10.00
Foreign Language materials fee	10.00
Drop/Add fee (each time schedule is changed)	25.00

Evening College

Tuition, per credit hour	465.00
Late Registration Fee	25.00
Comprehensive Fee, per session	25.00

Additional course related fees may apply. See schedule above.

On-line Charges

On-line Only Students:

Fall/Spring/Summer Tuition, per credit hour	350.00
On-line Technology Fee, per credit hour (non-refundable)	105.00

Traditional Students taking an On-line Course:

Summer Tuition, per credit hour.....	350.00
Summer On-line Technology Fee, per credit hour (non-refundable).....	105.00
Fall/Spring Tuition – included in flat fee (limited to two courses)**.....	no charge
Fall/Spring On-line Technology Fee, per credit hour (non-refundable).....	105.00

***Overload tuition will be assessed if total hours per semester exceed 18 hours*

Residential Charges

Room & Board, Residence Halls (double occupancy), per year.....	8,100.00
Room & Board, Residence Halls (single occupancy-requested), per year.....	8,900.00
Room & Board, Apartment, per year per person.....	8,900.00
Housing deposit, per year.....	150.00

Activity Charges

Admission Application fee.....	30.00
Replacement ID Card /Car Registration, per card/key replacement.....	25.00
Graduation fee (charged in semester of graduation).....	150.00
Late Graduation fee (Intent form submitted after January 31), in addition to Graduation fee.....	150.00
Additional degree (simultaneously).....	25.00
International student activity fee, per academic year.....	300.00
International student insurance, per semester (required); fee subject to change by insurance co.....	500.00

Other Program Charges

Summer session 2017 tuition, per credit hour.....	225.00
Summer evening college tuition, per credit hour.....	465.00
Summer 2017 Nursing classes, 300 level courses, per credit hour.....	465.00
Summer 2017 Housing, per session.....	525.00

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. In no case will money be refunded to a student while that student owes money to the college. No refunds will be issued prior to census day.

Withdrawal from College

All students who are withdrawing must complete a Withdrawal Request form with the Business Office’s approval. Each student will be given instructions regarding the withdrawal process. Withdrawal form with appropriate signatures must be completed and returned to the Registrar’s Office before a withdrawal is official. In some cases, withdrawal from MMC before completing 60% of the semester/session 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 credit 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 session of Evening College and Summer School, will be made according to the following schedule (See academic calendar for specific dates):

- From the first day of class through the last day to add a class for credit — 100% credit
- Through the end of the first 15% period of enrollment — 90% credit
- Through the end of the first 30% period of enrollment — 50% credit
- Through the end of the first 60% period of enrollment — 25% credit
- AFTER the 60% period of enrollment—NO CREDIT

Charges are prorated from the first scheduled class period until actual withdrawal. There is no credit for temporary absences. Dropped labs or special fees, unless non-refundable, 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. In some cases, a withdrawal or a dropped class may result in a balance owed to the college.

Check with the Registrar's Office, Financial Aid, and the Business Office before dropping a class(es) or withdrawing from the College completely to discuss academic and financial ramifications.

Dropped Courses

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 drop below full-time status, institutional aid 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. Contact the Business Office and Financial Aid office prior to making the decision to drop below 12 credit hours to determine how this will effect your financial situation (See Withdrawals, p. 48).

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, may 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 Direct Stafford Loan, Subsidized Federal Direct Stafford Loan, Federal Perkins Loan, Federal PLUS, Federal Pell Grant, Academic Competitiveness Grant, National SMART 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, ACG, SMART, SEOG (x 50%), and other Title IV programs (x 50% for grant funds).

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, Vice President for Campus Life and Enrollment Management, 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.
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 create a FSA ID. Log in to www.fafsa.ed.gov to begin this process. The FSA ID has replaced the federal student PIN. Students and parents must complete this and 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 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; 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.
- 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. 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.
- G. Institutional Aid may be affected by the receipt of need based funds.
- H. Students have the right to appeal financial aid decisions to the Admissions and Financial Aid Appeals Committee.

Grants

Federal Pell Grants

This grant program is 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 Financial Aid Office at Martin. Students are encouraged to apply electronically. A student can go on-line at www.fafsa.ed.gov, visit the Financial Aid Office for assistance completing the FAFSA form.

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, the Martin Methodist College Financial Aid Office, go on-line. See item #2 under "How to Apply for Financial Aid" for details.

Tennessee Student Assistance Award (TSAA)

This grant program is 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 Financial Aid Office of the college, or on-line. See item #2 under "How to Apply for Financial Aid" 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 graduated 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" for details.

Federal College Work-Study Program (FCWSP)

This federal work program is 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 Financial Aid Office, or on-line. See item #2 under "How to Apply for Financial Aid" for details.

Student Loans

Federal Direct Loan

This federal loan program 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 and enrolled in at least half-time, and 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) and Entrance Counseling 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 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 Standards (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 at the end of the fall, spring, and summer terms, 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 progress. For SAP purposes, students’ academic records are reviewed by the Financial Aid Office at the end of each semester. Students who do not meet one or more of the SAP standards will be placed on SAP warning and will be required to meet with an assigned academic coach. Students who fail to meet the requirements of the approved plan will no longer be eligible for financial aid. 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	1.75
60 or more	2.00

Academic Probation and Suspension

Students who fall below the minimum required GPA will be placed on academic probation and financial aid warning, must meet with their assigned academic coach, and will continue to be eligible to receive financial aid under this policy, assuming that they meet the Quantitative Standards outlined below. However, students who are enrolled half-time or more and who receive failing grades in all classes with academic content during a term will be suspended (see Probation-Suspension Policy under Academic Standards section).

2. Quantitative Standards

Completion Rate:

Students must successfully complete a **minimum number** of credit hours attempted by the end of each term of enrollment. These are as follows:

- First term of enrollment – 50% of the hours attempted
- Second term of enrollment – 60% of the hours attempted
- Third and subsequent terms of enrollment – 67% of the hours attempted

Successful completion means receiving a final grade of A, B, C, D, or P. Grades of F, W (withdrawn), WP (withdrawn passing), WF (withdrawn failing), INC (incomplete), and AU (audit) do not earn credit hours, but do count as hours attempted towards the quantitative standards of completion rate and maximum time frame for completion of the degree. Hours transferred from other institutions also count as hours attempted and earned. Students who fall below the above completion rates are not making Satisfactory Academic Progress.

Grades earned in developmental courses count in determining the completion rate, cannot exceed 30 hours, and this limit cannot be appealed.

Classes dropped prior to the end of the add period at the beginning of each term will not count toward hours attempted. Credits earned through CLEP testing, AP examinations, etc. are not counted as hours attempted for calculation of completion rate.

Repeated courses affect SAP as follows:

- GPA – Only the most recent grade counts in the calculation of the GPA
- Completion Rate – Each time a course is repeated, it is counted as hours attempted.
- Maximum Time Frame – Each time a course is repeated, it is counted as hours attempted and is counted towards the maximum credit limit.
- Courses in which a passing grade has been received may be repeated only once in an effort to increase one's GPA. If repeated more than once, it must be at the student's own expense.

3. Maximum Time Frame

To remain eligible for financial aid, students must complete their degree requirements within 150% 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.

Full-time students should attempt to earn at least 31 credit hours per academic year in order to graduate in

four years. “Full-time” is defined as 12 credit hours per semester. Those who need 12-14 hours per semester may choose summer courses as an option. 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 fail to make SAP at the end of a term will be placed on SAP warning and will be given one term to achieve SAP. If at the end of the warning period, they have not met minimum SAP requirements they will be ineligible to receive further financial aid unless they successfully appeal their financial aid suspension. Those not successful in their appeal become ineligible for further financial aid until all deficiencies are remediated at the student’s expense. If the student has already been awarded federal/state aid for the following semester, that aid will be removed.

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 at the student’s expense;
- Repeating failed courses immediately (the quickest way to raise a GPA);
- 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. If enrolling elsewhere, the student must complete a transfer credit request form with the appropriate signatures 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 Financial Aid Office and request reinstatement of eligibility. Once the maximum length of study standard has been exceeded (150% of credit hours needed for graduation), financial aid eligibility ends, even if the student is in compliance with the other two standards.

Appeals Process

Students who fail to meet 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 affected 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 either the Academic Affairs Office or the Financial Aid Office to obtain a Student Financial Aid Satisfactory Academic Progress Financial Aid Appeal Form.

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 and Career 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, seminars, 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, a 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.

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 Student Government Association. 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.

ALPHA CHI: The purpose of the Alpha Chi National College Honor Society is to recognize and promote academic excellence among college and university students in all academic disciplines and to nurture those elements of character that make scholarship effective for good. Alpha Chi holds a national convention each spring and offers scholarships, fellowships, and opportunities for publication in *Alethia*, the Alpha Chi Journal of Undergraduate Scholarship. Members and potential inductees are held to high standards for good character and excellence in scholarship. Membership shall be limited to students with junior or senior standing, who rank in the top 5 percent or top 10 percent of their class, respectively, and have at least 24 credit hours at Martin Methodist at the time of invitation to membership.

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: 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 semesters of education courses, and who possess a minimum GPA of 3.0

OMICRON DELTA KAPPA: ODK, the National Leadership Honor Society, was founded with the idea that leadership of exceptional quality and versatility in college should be recognized, that representatives in all phases of college life should cooperate in worthwhile endeavors, and that outstanding students, faculty, and administrations should meet on a basis of mutual interest, understanding, and helpfulness. ODK was the first national college honor society to recognize and honor meritorious leadership and service in extracurricular activities and to encourage development of campus citizenship. Student inductees must be juniors or seniors, in the top 35 percent of their class, and show leadership achievement in scholarship, athletics, campus or community service, social or religious activities, campus government, journalism, speech, mass media, or creative and performing arts.

PHI ALPHA THETA: Phi Alpha Theta ($\Phi\Theta$) is an American honor society for undergraduate and graduate students and professors of history. The society, established in 1921, has over 350,000 members, and 860 local chapters. Martin Methodist's chapter, Alpha Pi Gamma, was established in 2015 with nine charter members. For consideration, undergraduates must have 18 hours in history and a GPA of 3.0 or higher. For more information, contact Dr. Bruninga.

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 percent 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. With over 600 chapters worldwide, it is the most active honor organization in the field. Sigma Tau Delta fosters excellence in all areas of English and literature studies; encourages further achievement in the field; promotes creative and analytical writing; offers scholarships, new-teacher awards, writing awards, internships in publishing houses; and 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. 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 is 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.

CHAPEL SERVICES: During the academic year, weekly services are held on campus during the Wednesday 11:00 a.m. free period.

MARTIN SERVES: Martin SERVES is an organization created in 2006 that brings students, faculty, and staff together with various community agencies 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 twice a semester. During the academic year, 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: The Chamber Choir is a 12-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 CONCERT SERIES: Martin Methodist College and the Pulaski community join together in a concert 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.

W. GARIE TAYLOR HONORS PROGRAM BIG PICTURE and MARTIN LECTURE SERIES: As part of its

mission to bring academic rigor to Martin Methodist College beyond the classroom, the W. Garie Taylor Honors Program sponsors two programs to bring speakers to campus and to provide forums for the presentation of academic research and other interests of the campus community. The first, called the Martin Lecture Series, brings speakers from a variety of disciplines to speak to the campus community, usually leaders in the fields they represent. These have included scholars from the Holocaust Museum in Washington, D.C., businessmen and women pursuing development in green energy, authors connected with the college, and leaders in the legal professions. The second, the Big Picture Series, is a forum for the presentation of research or strong interests pursued by faculty and students at Martin Methodist. Past winners of the W. Garie Taylor Honors Program Research Scholarships have presented their findings in this forum, as have professors who have many strong interests beyond their classroom subjects. Seven to ten programs are typically presented during an academic year.

DRAMA PROGRAM: Each fall, the College sponsors Shakespeare on the Green, an outdoor Shakespeare festival. In the fall and spring, students have the opportunity to participate in or to attend additional theatrical events on campus, including productions offered by guest directors and student directors.

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

A member of the National Association of Intercollegiate Athletes, Martin Methodist College participates in intercollegiate competition in basketball, baseball, volleyball, softball, soccer, tennis, golf, bowling, shooting and cheer-leading. 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 on many occasions.

Student Union

The Starnes Student Union contains the dining hall on the upper level, and, on the lower level, the Student Resource Center, Career Services and FYE. Intermetzo is also located on the bottom floor; campus mailboxes are located in the front lobby. 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 over 111,000 volumes of books, bound periodicals, and audiovisual materials. As a member of OCLC, the library has access to over 70 million items through interlibrary loan. 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 audiovisual materials for two days. Periodicals and reference books do not circulate. Multipurpose computer terminals in the library provide access to the computerized card catalog (OPAC), electronic databases, Microsoft Office programs and the Internet. Most of the library's databases and its' entire e-book collection are available remotely to any student who has Internet access; databases include CINAHL, JSTOR, Project MUSE and Business Source Complete. 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 has a multi-purpose printer/copier/scanner, compact and full-size laminators, two group study rooms, and a listening and viewing room for audiovisual resources. Wireless access is now available for all laptop/tablet users.

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's web site at: <http://www.martinmethodist.edu/academics/library>.

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 and is mailed to students prior to their arrival on campus in the fall. It is an official publication of the college and is considered a supplement to the catalog.

THE COLUMNS: The official publication of Martin Methodist College, produced by the Office of Communications, its purpose is to keep alumni and friends informed about the work of Martin Methodist College.

THE MARTIN METHODIST COLLEGE CATALOG: The official publication of the College for the school year indicated, it should be read carefully by each student attending Martin Methodist College. **A corrected copy for changes and/or for the 2016-2017 catalog is found in the on-line version, www.martinmethodist.edu/academics/registrars-office. All changes will be made by October 1, 2016.**

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 common 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 residence hall, 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, a small private chapel, 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 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. 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 from Career Services Office in the Student Union Building.

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 school. 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 First Year Experience Program, which begins just prior to the start of the fall semester and continues through the fall term. During FYE, 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) covers a variety of topics designed to promote a successful transition to college. First year students are mentored by their FYE instructors. The typical freshman will enroll in 13-16 hours.

Generally, new first-time freshmen or transfer students are advised and 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. Should there be a need to change advisors, students may complete a Change of Major/Advisor form available in the Registrar's Office. Effective academic advising is vital to the success of students; however, the ultimate responsibility for enrolling in appropriate classes lies with the student.

RedHawk Ready

Each semester a registration period is designated in the Academic Calendar 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 can be entered into the campus database. Students complete the registration process by completing all requirements to be RedHawk Ready (please check your MMC email to ensure you have completed each step). If by the RedHawk Ready Day at the beginning of each semester students have not completed these requirements, they will be required to attend this event in order to complete any unfinished business. 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 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 or evening sessions, may do so only with the permission of the Provost. 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 by completing a Drop/Add form and processed by the Registrar's Office. 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/section 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/section to another will be permitted after the seventh calendar day in a semester or the first day of class in a summer or evening session.
3. A student who stops attending a class, but does not officially drop the course, will receive a grade of "F" in the class. Note: See pg. 48 on withdrawal.
4. In order to officially drop or add a course after the registration period, a Drop/Add form must be completed with the appropriate signatures and processed by the Registrar's Office.

Course Loads, including Overload

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 two-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, which carries financial aid implications. Students who wish to take more than 18 hours may do so by completing an Overload Request form with appropriate signatures and final permission granted by the Provost. Permission to take an overload is contingent upon the student having a 3.0 GPA or above. Additional overload fees apply.

Directed Study

A directed study may be taken by students who have mitigating circumstances that prevent their taking regularly-scheduled classes. Students must complete a Directed Study Form with appropriate signatures and final approval granted by the Provost. There is a limit of twelve (12) semester hours that any student may take by directed study 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 Provost. A Directed Study fee of \$150 is charged for each hour of credit, along with regular tuition charges for the class. A student may not take a course by directed study if he/she has previously taken and failed the course.

Auditing

A person may be permitted to audit a course with permission from the Provost. In that case the course is recorded on the student's permanent record, but it is marked "audit." No grade is indicated on the record. Fees apply.

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 toward 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 will be evaluated to determine placement in reading, writing, mathematics, or study skills classes. Placement in writing classes is also based on 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 will be scheduled. This essay will be evaluated by three independent members of the English faculty. Final placement in ENG 100, ENG 101E, or ENG 101L is mandatory. Students who are placed into a developmental or remedial course (ENG 097, ENG 100, ENG 100L, ENG 101E, ENG 101L, MAT 100, MAT 112, or any ESL course) must make a C or better in order to continue on to the next course in the sequence or to use the course as a prerequisite for another course.

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

14 and below	Placement in ENG 100 and ENG 100L
15-18	Placement in ENG 101E and ENG 101L
19-24	Placement in ENG 101
25 and above	Recommended placement in ENG 101 Honors

COMPASS Score Range for MMC Writing Placement

65 or below	Placement in ENG 100 and ENG 100L
66-79	ENG 101E and ENG 101L
80 or above	Placement in ENG 101

ACT scores for reading placement are as follows:

17 or below	Placement in ENG 097 Reading Strategies
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COMPASS Score Range for MMC Reading Placement

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

ACT scores for Mathematics placement are as follows:

16 or below	Placement in MAT 100
17-18	Placement in MAT 112
19-24	MAT 131, MAT 171, MAT 231, or higher
25 or above	Recommended placement in MAT 142

COMPASS Score Range for MMC Mathematics Placement

Pre-algebra	1 - 100	MAT 100
Algebra		MAT 100

	36 – 49	MAT 112
	50-100	MAT 131, MAT 171, or MAT 231
College Algebra	1-50	MAT 131, MAT 171, or MAT 231
	51-100	MAT 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 currently 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. Non-credit student is not eligible to receive financial aid.

Special Dual-Enrollment Classification

A student completed the sophomore year of high school with an accumulated grader 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 their 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/Exceptions to Policy

Students who are medically or physically disabled may be exempt from the one-hour physical education requirement. A physician's statement is required and should be brought to the Office of the Provost. 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, upon review of official military transcripts. To obtain credit, students should submit to the Office of the Registrar a copy of their American Education Council Education transcript.

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. Students who complete all courses listed for a particular Tennessee Board of Regents Tennessee Transfer Pathway and who hold an Associate of Arts or Associate of Science degree from a Tennessee Community College or from a senior institution within the state that meets the Transfer Pathway will be admitted with junior standing and will have satisfied the General Education core requirements for the B.B.A., B.S., B.S.N. and B.A., except for the foreign language requirements for the B.A degree or other courses required for their major. Students who have not followed an approved Transfer Pathway and who hold an A.A. or A.S. degree, or students holding an applied degree (e.g., A.A.S.), must have their transcripts evaluated on an individual basis, and recognized courses will be credited toward graduation. The final determination of acceptability of courses will be made by the Registrar and the Provost. Following enrollment at Martin Methodist College, only grades earned in coursework at Martin will be used in determining satisfactory academic progress, graduation requirements, and grade point average.

Transfer Procedures

Once a student has enrolled in a program on campus, he/she must complete a Transfer Credit Request form with the appropriate signatures 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.

To register for a course at another institution students 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 Provost and/or Registrar before the request will be considered.

Students who academically have not performed satisfactorily 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 Associates or Bachelor’s degree in certain academic areas. The Evening Program is a convenient and affordable way for working adults to earn a two- 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, spring, and summer terms. 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 may 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.

Summer School

The College operates a summer session consisting of two six-week terms with day classes meeting Monday through Thursday and evening classes typically meeting on Monday and Thursday evenings, 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 cancel any class with fewer than six students registered. The schedule of classes for the summer terms will be posted on the College's web site approximately 6 weeks prior to the opening of the summer session or available in the Registrar's Office.

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 to 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 are eligible for competitive research scholarships in their junior and senior years (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 students with 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 Martin Methodist College 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, and 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 or who finish both fifteen hours of lower-level honors work and the upper-level research component will be recognized with honors diplomas indicating such at graduation.

International Studies Program

Martin Methodist College offers multiple opportunities for students to participate in credit-bearing travel study and study abroad programs around the globe. With a focus on academics, global travel and multicultural fun and adventure, participating in ISP programs can be a highlight of the MMC college experience.

Travel Study programs are regular semester courses with a capstone of U.S. or international travel (normally 5-10 days). Martin Methodist faculty members lead these programs, which usually carry 3-6 hours of academic credit in a variety of disciplines. Recent courses have included The Civil War in Tennessee, The Stories of Southern Appalachia, and The Religious Culture of Mexico.

Students wishing to participate in Travel Study programs should visit the International Studies Program Office for preliminary information, and then discuss offerings with their academic advisor. Students may enroll for appropriate Travel Study courses during registration. Students must be in good academic standing to participate in a Travel Study course. Travel fees vary by program location.

Study Abroad programs are summer or semester-term programs for language immersion, academic exchange, or international internships. These programs usually carry 6-18 hours of credit. Martin Methodist has partnerships with colleges, universities, and language institutes in far-flung places around the world. Our partnership with the Methodist International Exchange Student Exchange Network (MISEN) expands our global reach. Martin Methodist students have completed programs in France, Argentina, Zimbabwe, Mexico, England, Bulgaria, Columbia and Greece, just to name a few. Please check with the ISP office for a list of officially recognized programs.

Students wishing to participate in Study Abroad programs should schedule a visit with the International Studies Office personnel to review potential program options. After a potential program is selected, the student should then consult with his or her academic advisor about timing and fit of the specific program. It is recommended that students consider Study Abroad in their sophomore or junior years. Tuition and travel fees vary by type of program. Approved academic exchange programs are often the most cost-effective Study Abroad option.

The International Convocation in November and the International Fair in March have become part of our campus tradition. These events often highlight the stories of previous student travelers.

For information concerning any International Studies Program, please contact Dr. George Cheatham.

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 region and church through educational, spiritual, social, and cultural programs.”

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.

On-line Classes

Martin Methodist College offers on-line courses available to students both on- and off- campus. The policies and procedures described in this Catalog apply to students enrolled in on-line courses as well as to those enrolled in classes offered in the traditional classroom setting. On-line students may be either degree- or non-degree seeking students who are enrolled in classes that are taught in an on-line format. .

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.

Academic Honor Code

Academic Integrity

Students are responsible for proper conduct and integrity in all scholastic work. This includes following a professor’s instructions as to the completion of tests, quizzes, homework, and laboratory reports, and asking for clarification if the instructions are not clear. Students should not give or receive aid when taking exams, unless the professor specifies that this practice is appropriate. In addition, students should complete work within the time limitations specified by the professor. Described below are violations of these basic academic expectations and their consequences. Certain academic divisions reserve the right to set even more stringent standards of academic integrity. In addition, students have the responsibility to review and abide by syllabi for all courses

Cheating: Cheating is the use of any unauthorized source in the completion of assignments or tests. Students must complete all tests and examinations without help from any unauthorized source; they may not use, offer, or solicit unauthorized information, materials, or help without the explicit consent of the professor. Cheating offenses

include, but are not limited to, looking at another student's paper, an open textbook, a notebook, on-line, or a "cheat sheet" during a test; talking to another student during a test; the sharing of information between students who have taken a test and students who have not; and using or soliciting unauthorized test copies as study aids. Collusion--working together in an unauthorized or fraudulent way--is also cheating. Students may not collude on homework, papers, tests, or any other type of classwork without the express consent of the instructor(s). The student who knowingly shares information or supplies material to another student has also committed an offense and can be charged under this section. These rules apply to take-home exams as well as any other assignments unless the professor explicitly says otherwise. Students must check with the professor and syllabus to clarify what is acceptable. Cheating also includes the use of an instructor's copy of a textbook. The textbooks are not allowed in any class. The professor also has the right to confiscate any and all unauthorized materials used in the completion of academic work.

Plagiarism: Plagiarism, according to Hodges' Harbrace Handbook, 14th ed., is "the use of another writer's words or ideas without acknowledging the source. Akin to theft, plagiarism has serious consequences and should always be avoided" (788). Plagiarism can be blatant or incidental. Blatant plagiarism includes copying a passage without giving proper credit to the source, downloading all or part of a paper from the internet, summarizing or paraphrasing another's ideas without indicating where they came from, or submitting someone else's work as one's own. Incidental plagiarism includes careless omission of quotation marks around a passage that was copied word for word and otherwise cited correctly, or minor errors in documentation when quoting, summarizing, or paraphrasing another's words or ideas. Both forms of plagiarism are serious. A student must avoid both kinds of plagiarism.

Academic Misrepresentation: Any act of dishonesty committed for academic advantage is misrepresentation. Violations include, but are not limited to, lying about reasons for absences or late work and forging an academic document (eg. a drop/add form), or submitting work not prepared by the student.

Multiple submissions of work: Students may not, without the prior consent of all instructors involved, submit the same work for credit in two or more courses or for a repetition of the same course, nor may they submit work previously completed at any other institution without the prior written consent of the current instructor.

Failure to cooperate with the Honor Council: Members of the college community who are notified of Honor Code action which involves them and who fail to attend a scheduled meeting or hearing may be subject to disciplinary action at the discretion of the Honor Council. Witnesses are required to testify when called. Students convicted of an Honor Code violation who fail to comply with any penalties set by the Council may be subject to further disciplinary action.

Guidelines for assigning consequences for above actions

Below are guidelines the Honor Council will use in assigning consequences for the academic violations described above. The Honor Council has the authority to change any sanction to fit the severity of the offense as deemed necessary.

Cheating and/or Blatant Plagiarism

- 1st offense of Cheating or Blatant Plagiarism: zero on the test or assignment.
- 2nd offense of Cheating and/or Blatant Plagiarism: grade of F assigned in the course, and mandatory counseling—academic, psychological, or other—to be assigned by the Honor Council.
- 3rd offense of Cheating and/or Blatant Plagiarism: Academic Suspension for one semester, not including

summer semester.

Incidental Plagiarism

- 1st offense of Incidental Plagiarism: assignment must be rewritten using proper citations; academic counseling is recommended and may be required.
- 2nd offense of Incidental Plagiarism: zero on paper or assignment; academic counseling is required.
- 3rd offense of Incidental Plagiarism: grade of F assigned in the course; mandatory counseling—academic psychological, or other—to be assigned by the Honor Council.
- 4th offense of Incidental Plagiarism: Academic suspension for one semester, not including summer semester.

Academic Misrepresentation

All offenses of Academic Misrepresentation are to be heard by the Honor Council. Penalties will vary according to seriousness of the infraction.

Multiple Submissions of Work

All offenses of Multiple Submissions of Work are to be heard by the Honor Council. Penalties will vary according to seriousness of the infraction.

Failure to Comply with the Honor Code or Honor Council

All offenses of Failure to Comply with the Honor Code or Honor Council will result in further disciplinary actions, to be decided by the Honor Council with due consideration of the infraction presented.

Electronic Device Honor Code Policy

Unless specifically allowed by the instructor, no devices that allow communication of any kind may be used during examinations (tests, quizzes, final exams, etc.). Prohibited items include but are not limited to: cell phones, pagers, messaging devices, PDAs, MP3 players, I-Pods, I-Pads, electronic dictionaries, computers, and calculators with communication capabilities. Any use during an examination of an electronic device other than those authorized and approved by the course instructor is cheating.

Instructors may place additional restrictions on the use of calculators and other electronic devices during exams. For example, graphing calculators may be allowed, but calculators that can store text and images will be prohibited. Students are advised to check with their instructor prior to any examination if they are not sure whether an electronic device is acceptable.

Class Attendance Regulations

The faculty and administration expect students to attend class regularly and to develop effective study habits. College policy dictates that students must attend a minimum of 80% of class meetings for each class in which they are enrolled. Successful students may not accrue absences in excess of three times the number of class meetings per week in the regular day semester, or a total of three absences in the Evening Program. Each individual faculty member will establish reasonable consequences for absences and publish these in the course syllabus. When a student misses more than the allowed absences for any class the professor is empowered to assign a grade of “F.” No student may be penalized for work missed due to required attendance at a school sanctioned function. However, it is the student’s responsibility to notify the instructor, generally in advance of attendance at such an event, and to arrange to complete any makeup work in a timely manner. It is the individual professor’s right to set terms and

deadlines for makeup work.

Due to the specialized nature of some program requirements (e.g. laboratories, practicum, internship, clinicals), programs may of necessity deviate from this policy by establishing more stringent guidelines.

Class Attendance Regulations for On-line Courses

It is the policy of the College that students will demonstrate attendance in an on-line course by completing their work in a timely manner and participating in a substantive way in course content. To this end, students will be required to:

- Check the course site regularly
- Communicate with classmates and the instructor periodically
- Complete work periodically

As with any course, a student cannot miss several weeks of on-line classes and expect to be successful in the course. There may be deadlines for assignments, and there may be requirements for students to log-in at particular times to participate in group discussions or other activities. Students should consult each course syllabus for specific requirements.

Students who fail to log into their on-line course within the first seven calendar days from the start of the sixteen-week session/term or the first day of an eight- or six-week session/term will automatically be withdrawn from the class. Students who do log in at the start of the course, but who do not complete assignments or stop participating in their on-line class will NOT be automatically withdrawn from the class unless they email the instructor and the Registrar at registrar@martinmethodist.edu and notify them of their intent to withdraw. The withdrawal will be effective from the date of the email notification. A Course Withdrawal Form will be emailed to the student who can complete the form and return it by mail, fax, or scanned and emailed. Failure to withdraw will result in a grade of “F in a course.

Class Attendance During Inclement Weather

It is the College’s policy for the Provost, VP of Campus Life and Enrollment Management, and the President to determine if classes will be cancelled due to existing or predicted weather conditions. Students will receive a text message and an email 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.

Since on-line courses generally are not affected by inclement weather, assignment due dates and times will remain fixed throughout the semester and will not be rescheduled due to weather. Students should contact the instructor by phone or email if weather becomes a concern.

Administrative Withdrawal Because of Attendance

Students who stop attending classes, or who miss all or most of their classes excessively, may be subject to being dismissed from school and will receive a grade of “W” or “WF” depending upon the date at which the

withdrawal becomes final. 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.

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 Provost. 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 Provost. Approved absences from a final examination will entail a grade of “INC”, and the INC Policy on pg. 59 will apply. Failure to receive prior permission to miss a final examination may result in a grade of “F” in the course. Final exam schedules are posted each year. Please ensure that any flights or other plans are scheduled to ensure that you do not miss a scheduled final examination.

Withdrawal from a Course

Students may withdraw from courses with the grade of “W” during the first 4 weeks of day classes or 2 weeks for evening and summer sessions. After that date, they may withdraw by completing a Drop/Add Request form with appropriate signatures and 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 session in evening or summer sessions. Remember dropping below twelve hours may carry financial aid implications, so students should check with the Financial Aid Office before dropping or withdrawing from a course. A student who stops attending a class without officially withdrawing will receive a grade of “F” in the course.

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 (e.g., serious illness), 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. Sometimes, occasions arise that merit a grade of “W” for all classes. 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.

In cases of emergency, a student may need to withdraw, but there is not sufficient time or ability to complete paperwork. These will be examined on a case-by-case basis, will require documentation, and must be approved by the Provost.

If a student enrolled in on-line courses finds it necessary to leave school during the course of a semester/term, he/she must officially withdraw in order to remain in good standing. Students should email their instructor(s) and the Registrar’s Office at registrar@martinmethodist.edu to initiate the withdrawal process. Students will be assigned a grade of “W,” “WP,” or “WF” by the instructor based upon the date of the withdrawal. Failure to withdraw will

result in a grade of “F” in all courses.

The Grading System

Students at Martin 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.
- P — denotes pass. Hours count toward graduation requirements, but no quality points are awarded (used only in special circumstances such as labs, credits earned through by-pass tests, and some practica).
- 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 of enrollment. 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 two weeks of an evening or summer session. For purposes of computing grade point averages, the “W” is treated as though the student had never enrolled in the course; however, it does count toward attempted hours.
- 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; however, it does count toward attempted hours.
- 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, the grade is included in determining the student’s grade point average (counts as an “F”), and it counts toward attempted hours.

In all instances except administrative failures (i.e., a failure assigned by the Provost 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 Provost. 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 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 his or her faculty mentor who will take action appropriate to the individual case.

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. Required</i>
1 - 29	1.50
30 - 59	1.75
60 – or more	2.00

Academic Probation and Suspension

The student who, at the end of any semester of attendance, fails to meet the necessary cumulative grade point average (GPA) 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 GPA 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 probationary 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 student enrolled in six or more hours who fails all course work in any semester, except for one-hour courses such as P.E., FYE, 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 submit a letter of appeal to the Admissions and Financial Aid Appeals Committee explaining why he/she should be readmitted. The submission of a letter of appeal does not guarantee the student the right to return unless the appeal is approved by the committee. If the application is approved, the student will be allowed to return to classes, but may have certain stipulations placed upon him/her by the committee 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 is possible, but 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 suspension.

A student who is suspended may enroll in a community college. Martin Methodist College encourages these students to take college transfer courses, with grades of A, B, C, with no D's or F's, and reapply after a successful semester. Students are encouraged to complete a Transfer Credit Request form with the Registrar's Office to ensure that these courses will transfer back to MMC and count toward the student's degree.

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 Financial Aid Office. While these individuals may not be suspended, they may place certain financial aid restrictions upon any individual who exhibits a pattern of frequent withdrawals from classes.

Martin Methodist College notifies all students who have been suspended for academic reasons by placing a notice on the student's transcript on the student information system 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 appeal for readmission at Martin Methodist College.

It is the responsibility of the student to supply Martin Methodist College with an accurate permanent mailing address and telephone number. The College cannot be held responsible for 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.

Appeal Procedure

A student 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 need 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. See Satisfactory Academic Progress Guidelines, pg. 27-29.

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

THIRD YEAR: A currently enrolled student who has earned between 60 and 89 semester hours

FOURTH YEAR: A currently enrolled student who has earned at least 90 semester hours

Student Records

Student records are maintained under the provisions of the Family Educational Rights and Privacy Act of 1974, as amended. Transcripts and information from 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 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 through the College website and the National Student Clearinghouse. Fax, email, or phone requests will not be accepted. A fee of \$5.00 will be charged for each official transcript, and students and alumni may access unofficial transcripts through the College's administrative software system. Additional fees may apply if a student wishes to have an official transcript sent electronically. 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 the 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 frivolous 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, MBA
- II. Division of Education
Elementary Education, Secondary Teacher Education, Human Performance and Physical Education, Sport Management
- III. Division of Humanities
Art, Dramatic Arts, English, Foreign Language, Liberal Arts, Music, Religion
- IV. Division of Mathematics and Sciences
Biology, Chemistry, Physical Science, Physics, and Mathematics
- V. Division of Nursing
Nursing (generic BSN), LPN-BSN and RN-BSN
- VI. Division of Social Sciences
Behavioral Sciences (Human Services and Counseling and General Psychology), Criminal Justice, History, Political Science 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 two-year, four-year, and graduate degree programs.

Master's Degree

The College offers the Master of Business Administration (MBA) degree.

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

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

Secondary teacher certification (7-12) is available in Biology, Business, Chemistry, English, History, and Mathematics. 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

The Bachelor of Business Administration degree allows students to complete an emphasis in accounting, management, or management information systems.

Bachelor of Science in Nursing – four-year degree

The Bachelor of Science in Nursing offers two basic programs: a generic pre-licensure program and a LPN-BSN program. The pre-licensure program allows students the option of completing the program in three or four years.

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 associates 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 a smooth and accurate transfer of credits.

Graduation Requirements: Graduate

Degree Completion Requirements

Once a student begins a master's program at Martin Methodist College, he/she has a maximum of six years to complete the degree. Individual programs may set shorter time limits.

Second Master's Degrees

Students pursuing a second master's degree at Martin Methodist College may use credit for courses earned from the first Martin Methodist College degree if the credited course work is a requirement of both degrees and if the student earned a grade of "B" or better in the first attempt. Twenty-five percent of the credits towards the second master's degree must be earned after the completion of the first master's degree.

Academic Regulations

Graduate programs at Martin Methodist College follow the same academic regulations as the undergraduate program, with the exceptions noted below.

Registration

To qualify as a full-time student requires registration for a minimum of nine credit hours in a semester or summer term. Degree seeking students who register for less than nine hours in any given semester/term will be classified as part-time students.

Pass-Fail

A student may enroll in a class on a pass-fail basis only with the permission of the instructor and the director

of the particular graduate program. Classes taken on a pass-fail basis may not be used to satisfy any of the course requirements for a graduate program.

Repeated Courses

Grades for all courses taken by graduate students will remain a permanent part of their transcript. Grades earned in a repeated course will not remove the previous grade earned in the course and both grades will count in the calculation of the cumulative GPA. No course may be repeated more than once and no more than two courses may be repeated and counted towards a degree.

Academic Probation and Suspension

In order to maintain satisfactory academic progress and to graduate, a student must have a minimum cumulative grade point average (GPA) of 3.00 on all graduate work attempted. Any student whose cumulative GPA falls below 3.00 at the end of a semester or summer term, will be placed on academic probation. A student placed on academic probation has one semester to raise his/her cumulative GPA to the required 3.00. If the required GPA is not achieved the student may be dropped from the program. Any student who earns a grade of D or F in any graduate course will be reviewed immediately by the graduate faculty of the program in which they are enrolled and may be dropped immediately from the program.

Courses of Instruction

Courses numbered 500 and above are graduate level only courses. An undergraduate student at Martin Methodist College who has a cumulative 3.00 GPA and who is within nine hours of graduation may receive written permission from the appropriate coordinator/director to take up to six hours of graduate courses. See admission of undergraduate students above for further information.

Graduation Requirements: Undergraduate

To qualify for an associate or baccalaureate 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 describing 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 complete a transfer credit form 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 complete a Transfer Credit Request Form, provide a catalog description, the dates the course will be offered, the reason the course cannot be taken at Martin Methodist College, and any other information deemed appropriate by the Provost 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 convocations each year. Failure to attend the required number of convocations will result in a fine of \$50 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 at part of the Martin Moments requirements described below, but is in addition to these requirements.

Catalog Requirements

Students maintaining continuous enrollment at Martin Methodist College may graduate according to the requirements of the catalog in effect at the time of initial enrollment or according to the requirements of any catalog in effect during subsequent terms of continuous enrollment. A student who is not enrolled during three consecutive semesters (fall/spring) and the intervening summer term, will no longer be considered to be continuously enrolled, and must meet requirements of the catalog in effect at the time they are readmitted or any catalog in effect during subsequent terms of continuous enrollment after readmission.

Martin Moments Requirements

Developing a sense of community and broadening cultural perspectives is a major part of the college experience and vital to the concept of a liberal arts 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 insure 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 minimum of twenty total events 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.

Each semester, a list of approved Martin Moments programs will be published on the college web page. Events fall into the following four areas, and students are encouraged to select events from different areas although there is no requirement that every area be included.

Martin Moments Event Options

Religious Expression:	Chapel, Celebration of Faith
Cultural Enrichment:	Dramatic productions, Concerts (Della Clayton Lee Series, choir presentations, recitals, etc.), special events
Intellectual Enrichment:	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.	20
Transfer Freshman	12 – 20 Sem. Hrs.	18
Transfer Sophomore	21 – 34 Sem. Hrs.	15
Transfer Sophomore	35 – 59 Sem. Hrs.	13
Transfer Junior	60 – 74 Sem. Hrs.	10
Transfer Junior	75 – 90 Sem. Hrs.	8
Transfer Senior	91 and above Sem. Hrs.	5

Attendance Requirements

Students are required to accumulate a minimum of 20 Martin Moments credits during their four years at Martin Methodist College. These may be accumulated in any manner as determined by the student. All 20 Martin Moments credits may be accumulated in one single term of enrollment or spread out over the student's entire period of residency at Martin Methodist College. Students are strongly encouraged to attend additional events, but this minimum is required and no exemptions will be granted for failure to achieve this minimum number of events.

Students who are enrolled for internships and who are not in residence during a term (e.g., student teaching, Sport Management Internship, Nursing Clinicals, etc.) should plan ahead and complete the required minimum number of Martin Moments credits prior to undertaking these activities. In the event of unusual hardship in acquiring the minimum number of Martin Moments, students should contact the Provost at the earliest possible time to discuss alternatives. Students who wait until near graduation 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 Registrar's Office an Intent to Graduate Form. Failure to do this will result in a late fee. 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 Registrar's Office. 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 Provost. Students must submit a request for course substitution in writing to the Provost no later than October 1st 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;
 1. The B.A. degree requires a minimum of 6 hours of a foreign language at the intermediate level. International students seeking the B.A. degree who wish to use their native language to meet this requirement must take six hours of advanced level classes (300 level or above), or they may substitute upper level English literature courses to meet the B.A. degree requirement.
 2. The B.S. degree requires a minimum of three to four hours of additional mathematics, sciences, or social sciences courses.
 - b. the required number of Martin Moments credits;
 - c. a minimum of forty-five (45) semester hours must be earned in courses numbered 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. Pay the graduation fee.

Associate Degree Graduation Requirements

All candidates for the Associates 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 requirements 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, if one degree is awarded for two or more majors only one diploma is awarded but all 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 and there is a \$25.00 charge for the second diploma. 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 regionally 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. 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 diplomas. 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 2.5 or higher is required.
- b. Have pre-registered to complete all degree requirements during the immediately following summer term.
- c. Have completed and filed with the Registrar's Office an Intent to Graduate Form.

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, president, and Board of Trustees to the baccalaureate student who has the highest cumulative grade point average. The recipient is recognized by the faculty and the graduating class and is awarded a remembrance.

Students with a grade point average of 3.5-3.69 graduate *cum laude*; those with 3.7-3.89, *magna cum laude*; and those with 3.9-4.0, *summa cum laude*.

General Education Core

The general education core is the foundation of the college's curriculum regardless of the 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 disciplines.

General Education Core Student Learning Outcomes

The overall goal of the core curriculum is to prepare students to become and continue to be discerning, well-educated citizens who possess the ability to communicate ideas, analyze concepts, and understand human experience. Graduates of Martin Methodist College will demonstrate the following:

1. the conventions of academic written and oral forms.
2. intercultural knowledge and competence.
3. critical thinking of analyses.
4. quantitative reasoning in problem solving.
5. research skills with regard to information technologies.

Courses in the general education core curriculum address the outcomes 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 critical thinking. 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 outcomes, each student is required to attend a number of campus events each year called Martin Moments events.

In addition to successful completion of the required general education core courses, assessment of learning outcomes in the general education core is made by using nationally normed tests and course-embedded assessments.

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, internet research methods; and social media;
7. awareness and understanding of ethical and societal issues rising from the use of electronic media.

Computer literacy can be demonstrated in one of the following ways:

1. By completing MIS 110, MIS 220, MIS 340 MIS 350 or MIS 360 with a minimum grade of "C."
2. By passing the Comprehensive Computer Literacy Examination, 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, administered once each term and only at the scheduled time. There is a \$35.00 test fee. Students who do not perform at a satisfactory level may not repeat the test, must take one of the MIS courses listed above, and pass with a minimum grade of "C."

General Education Core Requirements	Semester Hours
First Year Experience (FYE 101)	1
Martin Moments	20 credits
Writing	6
<i>The composition requirement must be satisfied by six (6) sequential hours.</i>	
ENG 101/101E-102 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 or COM 121 or BUS 310 (refer to major for option)	3
Humanities, Writing, or Speech	3
<i>The humanities requirement can be satisfied by completing:</i>	
Literature to complete six (6) sequential hours or	
Upper level literature, writing, speech, history, or religion/philosophy course	3
Computer Literacy	0-3
MIS 110, 220 or 340, MIS 350 or MIS 360	3
<i>or</i>	
Comprehensive Computer Literacy Examination	0
Religion/Philosophy	6
REL 101 or 102 (required)	3
<i>Select from REL 101, REL 102, REL 201, REL 241, or REL 251</i>	3
History	6
<i>The history requirement must be satisfied by six (6) sequential hours.</i>	
HIS 111, 112 History of Civilization I, II	6
HIS 201, 202 U.S. History I, II	6
Mathematics	3
MAT 131 or higher (refer to major for option)	
Natural Science	8
<i>The science requirement may be satisfied by completing any eight (8) hour combination of courses.</i>	
<i>Select from BIO 111, BIO 112, CHE 111, CHE 112, PHY 101, PHY 102, PHY 241, or PHY 242</i>	
Fine Arts	3
<i>Select from ART 121, MUS 231, MUS 233, MUS 235, MUS 236, or ENG/DRA 131</i>	
Physical Education	1*
<i>Satisfactory completion of one physical education activity class</i>	
Behavioral/Social Science	3
<i>Select from PSY 113, SOC 211, BUS 201, BUS 202, HIS 221</i>	
For B.A. Degree	
Foreign Language (Intermediate Level)	6
For B.S. Degree	
Additional mathematics, science, or social science	3 – 4
Total	49–55

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

Degree Programs

Division of Business The D.W. Johnston School of Business

Division Chair – Dr. Greg Brown

Office: Martin Hall, 2nd floor

Telephone: (931) 363-9877 or e-mail: gbrown@martinmethodist.edu

Full-Time Faculty Professors: Thomas

Associate Professors: G. Brown, McKenney, Newton, Stephenson

Assistant Professor: Wakefield

Instructor: Ford

Adjunct Faculty Berlin, Chamberlain, Dunnavant, D. Haskins, Lora, McAdoo, Mincher, Tabernik, Schafer*, Springer, Vandenberghe, Williams

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

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 D. W. Johnston School of Business offers the Master of Business Administration (MBA) degree and the Bachelor of Business Administration (BBA) degree. These degrees are offered in keeping with Martin Methodist College's vision and mission respectively of:

- Providing undergraduate, graduate, and professional programs grounded in the liberal arts and sciences that are designed to prepare students for careers and lives of continued learning;
- Promoting a diverse and globally conscious learning community that nurtures intellectual, spiritual, social and personal growth;
- Serving the region and church through educational, spiritual, social and cultural programs.

The vision of the D. W. Johnston School of Business is:

To be recognized as the leading business educational center for the south central Tennessee region.

Located within the south central Tennessee region, the mission of the D. W. Johnston School of Business is to reach individuals and organizations to strengthen, grow, and sustain them by offering a progressive business program that combines professional preparation with a strong liberal arts foundation. The BBA and MBA will be offered on campus in a traditional classroom setting. The MBA is delivered as a hybrid classroom, while the BBA is traditional during the day and hybrid in the evening. Both programs are offered in a hybrid form off campus in Spring Hill, TN. Business programs prepare qualified students for a variety of professional careers in business, government and non-profits. The BBA program also provides excellent preparation for graduate studies.

At Martin Methodist College, we are a community of learners that focuses on making and teaching honest/ethical decisions while creating sustainable value for a dynamic, international, competitive marketplace. The free enterprise market system is emphasized and studied along with its functioning within domestic and international stakeholders' environments. Courses challenge students to integrate problem solving, strategic decision making, technology, ethics, communication skills and a global perspective for successful managerial roles.

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

Students will learn to create and sustain organizational value by managing businesses in a strategic manner while building stakeholder relationships founded upon trust and long-term value.

The School's teaching methodology focuses on the traditional classroom. A variety of teaching methods are used including case study, on-line research, discussion, service learning, group study, reports, and others. In addition, students might want to avail themselves of our Internship program. Students may gain valuable work experience under the supervision of professional managers and the Martin Methodist Business faculty.

The goal of the D. W. Johnston School of Business is to provide a challenging business education replete with professional knowledge and skill preparation that equips students:

- to possess a common body of knowledge relevant to an effective decision-making career
- to respect diversity in business
- to develop a professional respect for current legal, ethical and socially responsible business practices
- to develop a professional appreciation of international business practices

The BBA program offers several areas of emphasis that allow students to focus course studies in a specific area of business. Each emphasis area is directed by a program coordinator. Students interested in a program within the School of Business should consult the appropriate program coordinator as listed below:

MBA – Dr. Greg Brown

BBA, Accounting – Ms. Paula Stephenson

BBA, Management – Ms. Gail Newton

BBA, Management Information Systems – Ms. Nan Wakefield

Internships - Mr. Pat Ford

All BBA emphasis areas are offered in a traditional day classroom setting both on campus and off campus. The BBA with an emphasis in Management is offered as a traditional day program and a night program to help students balance their professional, family, and other commitments. Some classes at the undergraduate level are also offered on-line.

The MBA program courses are offered in a hybrid evening setting.

The MMC School of Business is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and is a member of the Accreditation Council for Business Schools and Programs (ACBSP). The Business Division also sponsors the Sigma Beta Delta honor society for business majors.

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

Bachelor of Business Administration (BBA) Degree

BBA Vision Statement

The Bachelor of Business Administration (BBA) program will be recognized within the south central Tennessee region as the leading undergraduate business program that prepares men and women for successful careers in business, government and non-profit organizations.

BBA Mission Statement

The BBA provides a rigorous and relevant business educational experience for the development of managers. We are a community of inclusive learners that focuses on making ethical decisions while creating sustainable value for a dynamic, internationally competitive marketplace. The BBA curriculum affords learners many opportunities to study independently and in teams while building analytical and communication skills. The program has a Common Professional Core (CPC) of business courses including accounting, economics, marketing, management, finance, operations, global business, ethics, statistics, strategy, and business law. Students may choose from accounting, management, or management information systems as a business emphasis area of choice. Our mission is achieved by using a blend of traditional classroom learning experiences, on-line experiences, service learning, internships, and other assignments in several course formats. Professors are chosen for their academic and professional business experience. Students learn through traditional academic methods and through experiential learning flowing from internships and mentorships.

Program Learning Goals

Students will demonstrate the ability to:

- show proficiency in the 11 Common Professional Core areas;
- show proficiency in the chosen emphasis area;
- communicate effectively through written and oral expression; and
- apply and analyze Common Professional Core knowledge areas within the context of business cases.

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.

Degree Requirements

Semester Hours

General Education Core	43-48
<i>Note: The Core should include BUS 310, MAT 131 or MAT 141 or 142</i>	
Additional General Courses	6
MAT 213 Math Management/Social Science.....	3
MAT 231 Statistics.....	3
Required Business Courses	42
BUS 101 Introduction to Business.....	3
BUS 201 Principles of Economics I.....	3
BUS 202 Principles of Economics II.....	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 320 Management of Information Systems.....	3
BUS 330 Principles of Management.....	3
BUS 340 Business Ethics.....	3
BUS 350 Business Law I.....	3
BUS 440 International Business.....	3
BUS 490 Strategic Management.....	3
Emphasis Area - Accounting	24
<i>Required Courses</i>	
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 Electives	1-6
Minimum 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>	
ENG 101	3
MAT 131 or 141 or 142	3-5
BUS 101	3
HIS 111/201	3
FYE 101	1
Computer Literacy Core or Elective	3
<i>Total Hours</i>	<i>16-18</i>

<i>Spring Semester</i>	
ENG 102	3
Natural Science Core	4
REL 101/102	3
HIS 112/202	3
Fine Arts Core	3
<i>Total Hours</i>	<i>16</i>

Sophomore Year

<i>Fall Semester</i>	
Literature Core	3
Natural Science Core	4
BUS 201* or Behavioral Social Sciences Core	3
BUS 221	3
MAT 231	3
<i>Total Hours</i>	<i>16</i>

<i>Spring Semester</i>	
MAT 213	3
Humanities/Writing/Speech Core	3
BUS 202	3
BUS 222	3
Religion/Philosophy Core	3
Physical Education Activity	1
<i>Total Hours</i>	<i>16</i>

Junior Year

<i>Fall Semester</i>	
General Elective	3
BUS 310	3
BUS 311	3
BUS 321	3
BUS 453 or 462	3
<i>Total Hours</i>	<i>15</i>

<i>Spring Semester</i>	
BUS 306	3
BUS 312	3
BUS 320	3
BUS 330	3
BUS 340	3
<i>Total Hours</i>	<i>15</i>

Senior Year

<i>Fall Semester</i>	
BUS 302	3
BUS 350	3
BUS 453 or 462	3
BUS 465	3
General Elective	3
<i>Total Hours</i>	<i>15</i>

<i>Spring Semester</i>	
BUS 411	3
BUS 440	3
BUS 451	3
BUS 490	3
<i>Total Hours</i>	<i>12</i>

Minimum Total number of hours required.....121

**If BUS 201 or 202 is used in the GEC, either can be used as Behavioral Social Science core credit. In the Business core, use general elective instead of BUS 201 or 202.*

Minor in Accounting, for Non-Business Majors

Required Courses	15
BUS221 Principles of Accounting I.....	3
BUS222 Principles of Account II.....	3
BUS311 Intermediate Accounting I.....	3
BUS312 Intermediate Accounting II.....	3
BUS451 Accounting Systems.....	3
Electives	6
<i>Choose any two from the following:</i>	
BUS321 Managerial Accounting.....	3
BUS453 Federal Taxes.....	3
BUS452 Governmental and Non-Profit Accounting.....	3
BUS462 Auditing.....	3
Total Hours Required for Minor	21



BACHELOR'S DEGREE IN BUSINESS ADMINISTRATION

Emphasis - Management

Expected Outcomes:

1. Graduates will possess the basic knowledge required to function effectively in entry level positions in the business world and in non-profit entities.
2. Graduates will possess effective communication skills (i.e. written, oral, and computational).
3. Graduates will possess an understanding of the principles of business within the framework of ethics.

Degree Requirements

Semester Hours

General Education Core	43-48
<i>Note: The Core should include BUS 310(for speech requirement or BUS 310 must be satisfied in the Business Core), MAT 131 or MAT 141 or 142</i>	
Additional General Courses	6
MAT 213 Math Management/Social Science.....	3
MAT 231 Statistics.....	3
Required Business Courses	42
BUS 101 Introduction to Business.....	3
BUS 201 Principles of Economics I (if used in GEC, take general elective).....	3
BUS 202 Principles of Economics II (if used in GEC, take general elective).....	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 (if used in GEC, take general elective).....	3
BUS 310 Business Communication (if used in GEC, take general elective).....	3
BUS 320 Management of Information Systems (if used in GEC, take general elective).....	3
BUS 330 Principles of Management.....	3
BUS 340 Business Ethics.....	3
BUS 350 Business Law I.....	3
BUS 440 International Business.....	3
BUS 490 Strategic Management.....	3
Emphasis Area - Management	21
Required Management Courses	9
BUS 321 Managerial Accounting.....	3
BUS 430 Production Management.....	3
BUS 432 Human Resources Management.....	3
Choose four (4) courses from the following:	12
BUS 305 Supervision.....	3
BUS 405 Leadership.....	3
BUS 426 Entrepreneurship and Small Business Management.....	3
BUS 431 Sales Management.....	3
BUS 433 Retail Management.....	3
BUS 434 Organizational Behavior Management.....	3
BUS 498 Business Internship.....	3
BUS 499 Special Topics.....	3
Other Electives	3-9
Minimum 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	3	ENG 102	3
Religion/Philosophy Core	3	REL 101/102	3
BUS 101	3	MAT 131 or 141 or 142	3-5
HIS 111/201	3	HIS 112/202	3
FYE 101	1	Computer Literacy Elective	3
Fine Arts Core	3	Physical Education Activity	1
<hr/> <i>Total Hours</i>	<hr/> 16	<hr/> <i>Total Hours</i>	<hr/> 16-18

Sophomore Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
Literature Core	3	Humanities/Writing/Speech Core	3
Natural Science Core	4	Natural Science Core	4
BUS 201* or Behavioral Social Science Core	3	MAT 231	3
BUS 221	3	BUS 202*	3
MAT 213	3	BUS 222	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>	
BUS 302	3	BUS 306	3
BUS 310	3	BUS 320	3
BUS 340	3	BUS 321	3
BUS 350	3	BUS 330	3
General Elective	3	General 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>	
BUS 430	3	BUS 440	3
BUS 432	3	BUS 490	3
Management Emphasis	3	Management Emphasis	3
Management Emphasis	3	Management Emphasis	3
General Elective	3		
<hr/> <i>Total Hours</i>	<hr/> 15	<hr/> <i>Total Hours</i>	<hr/> 12

Minimum Total number of hours required121

**If BUS 201 or 202 is used in the GEC, either can be used as Behavioral Social Science core credit. In the Business core, use general elective instead of BUS 201 or 202.*

Minor in Business, for Non-Business Majors

Required Courses	15
BUS 101 Introduction to Business.....	3
BUS 201 Principles of Economics I.....	3
BUS 202 Principles of Economics II.....	3
BUS 221 Principles of Accounting I.....	3
BUS 222 Principles of Accounting II.....	3
Electives	6
<i>Choose any two from the following:</i>	
BUS 302 Managerial Finance.....	3
BUS 306 Principles of Marketing.....	3
BUS 310 Business Communication.....	3
BUS 320 Management Information Systems.....	3
BUS 330 Principles of Management.....	3
BUS 426 Entrepreneurship and Small Business Management.....	3
Total Hours Required for Minor	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 demonstrate appropriate responses to ethical questions raised by the use of technology in business situations.

Degree Requirements	Semester Hours
General Education Core	43-45
<i>Note: The Core must include BUS 310 and MAT 131 or MAT 141 or 142</i>	
Additional General Courses	6
MAT 213 Math Management/Social Science	3
MAT 231 Statistics	3
Required Business Courses	42
BUS 101 Introduction to Business	3
BUS 201 Principles of Economics I (if used in GEC, take general elective)	3
BUS 202 Principles of Economics II (if used in GEC, take general elective)	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 (if used in GEC, take general elective)	3
BUS 310 Business Communication (if used in GEC, take general elective)	3
BUS 320 Management of Information Systems (if used in GEC, take general elective)	3
BUS 330 Principles of Management	3
BUS 340 Business Ethics	3
BUS 350 Business Law I	3
BUS 440 International Business	3
BUS 490 Strategic Management	3
Courses in MIS Area of Emphasis (Choose nine courses from the list below)	27
MIS 220 Computer Literacy II	3
MIS 340 Introduction to Programming Logic and Design	3
MIS 350 Introduction to Program and System Development	3
MIS 355 Introduction to Geographic Information Systems	3
MIS 360 Visual Basic and Business Applications	3
MIS 370 Introduction to Project Management	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 455 Advanced Database Applications	3
MIS 460 Practicum	3
MIS 470 Security of Information Systems	3
MIS 475 Digital Forensics	3
MIS 490 Special Topics in Management Information Systems	3
Other Electives	1-3
Minimum 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 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	3	ENG 102	3
HIS 111/201	3	HIS 112/202	3
BUS 101	3	MAT 131 or 141 or 142	3-5
Natural Science Core	4	Natural Science Core	4
MIS Core or Elective	3	MIS Area of Emphasis	3
FYE 101	1	HPPE Activity	1
<i>Total Hours</i>	<i>17</i>	<i>Total Hours</i>	<i>17-19</i>

Sophomore Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
Literature Core	3	Humanities Core	3
MAT 231	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
<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	BUS 306	3
BUS 302	3	BUS 330	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
<i>Total Hours</i>	<i>15</i>	<i>Total Hours</i>	<i>15</i>

Senior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
Religion/Philosophy Core	3	BUS 440	3
BUS 340	3	BUS 490	3
BUS 350	3	MIS Area of Emphasis	3
MIS Area of Emphasis	3	MIS Area of Emphasis	3
General Elective	3		
<i>Total Hours</i>	<i>15</i>	<i>Total Hours</i>	<i>12</i>

Total number of hours required **121-123**

**If BUS 201 or 202 is used in the GEC, either can be used as Behavioral Social Science core credit. In the Business core, use general elective instead of BUS 201 or 202.*

Minor in Management Information Systems

Option I: (System Development)	18
MIS 110 or 220 Computer Literacy I or II.....	3
MIS 340 Introduction to Programming Logic and Design.....	3
MIS 360 Visual Basic and Business Applications.....	3
MIS Electives (Upper Level).....	9
 Option II: (System Administration)	 18
MIS 110 or 220 Computer Literacy I or II.....	3
MIS 410 Information Systems Applications.....	3
MIS 440 System Analysis and Design.....	3
MIS Electives (Upper Level).....	9
 Choose Upper Level MIS Electives From the List Below:	
MIS 350 Introduction to Program and System Development.....	3
MIS 355 Introduction to Geographic Information Systems.....	3
MIS 370 Introduction to Project Management.....	3
MIS 380 E-Commerce and Web Pages.....	3
MIS 385 Web Page Development.....	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 455 Advanced Database Applications.....	3
MIS 460 Practicum.....	3
MIS 470 Security of Information Systems.....	3
MIS 475 Digital Forensics.....	3
MIS 490 Special Topics in Management Information Systems.....	3

Master of Business Administration (MBA) Degree

MBA Vision Statement

The Master of Business Administration (MBA) program will be recognized as the leading graduate level business program in the south central Tennessee region. The MBA program prepares men and women for high-level leadership and management careers in public and private organizations.

MBA Mission Statement

The MBA provides a rigorous and relevant business educational experience for the development of managers. We are an inclusive, respectful community of graduate learners that focuses on making ethical decisions while creating sustainable value for a dynamic, internationally competitive marketplace. The MBA curriculum is designed to afford learners many opportunities to study independently and in teams while building analytical and communication skills. MBA students take a common core of business courses including: accounting, marketing, management, finance, operations, global business, ethics, analytics, and strategy. The mission is achieved by using a blend of traditional classroom learning experiences, on-line experiences, and extra classroom assignments.

Program Learning Goals

Students will demonstrate the ability to:

- Exhibit business professionalism;
- Exhibit a global consciousness;
- Apply ethical behaviors to business decisions while maintaining business value creating activities;
- Acquire a grounded understanding of current business theories and practices; and
- Exhibit competence in the analysis, synthesis, evaluation and communication of information.

MBA Program Admission Requirements

To receive consideration for admission to the MBA Program, the required admissions materials must be on file in the Office of Academic Affairs prior to the following dates:

- a. August 1 for Fall enrollment;
- b. November 1 for Spring enrollment;
- c. April 1 for Summer enrollment.

Evaluation for admission to the MBA program is based upon the following requirements. Each individual applicant is responsible for any payments and fees associated with these items. The Provost informs individual applicants of provisional, conditional, or full admission to the MBA Program.

1. A completed Graduate Application Form.
2. Payment of the \$50.00 application fee. Checks should be made payable to Martin Methodist College.
3. A letter of intent explaining the reasons the applicant wants to enter the MBA program. The individual applicant should discuss their previous managerial or work experience in the letter of intent. Waivers from MBA admissions requirements are not granted for work or managerial experience.
4. Official transcripts for ALL previous undergraduate and graduate course work. This must include a bachelor's degree from a regionally accredited college or university in the United States, or equivalent preparation acquired in another country. Transcripts issued outside the United States must be evaluated

by the World Education Services at <http://wes.org>.

5. At least three (3) letters of recommendation in support of the individual's application, one from a faculty member, a manager, a colleague, and a person or friend. Letters should be submitted directly to the Office of Academic Affairs.
6. An interview with the MBA Admissions Committee, consisting of the MBA Director and other full time faculty in the MBA program. The applicant will be contacted to schedule this interview.
7. For an applicant whose first language is other than English, a minimum TOEFL score of 550. See <http://www.ets.org/toefl> for information about the TOEFL exam. Upon acceptance to the MBA program and arrival on campus, international applicants will be interviewed by a representative of the English as a Second Language (ESL) program to review of the applicant's speaking and listening skills during academic discourse in English.



MASTER OF BUSINESS ADMINISTRATION

<i>Degree Requirements</i>	<i>Semester Hours</i>
BUS 501 Negotiations.....	1
BUS 502 Supervision.....	1
BUS 503 Leadership.....	1
BUS 510 Organizational Behavior and Management.....	3
BUS 512 Financial Statement Analysis.....	3
BUS 514 Marketing.....	3
BUS 520 Corporate Finance.....	3
BUS 522 Global Business.....	3
BUS 525 Analytics.....	3
BUS 530 Production Operations.....	3
BUS 532 Human Resource Management.....	3
BUS 590 Strategy Capstone.....	3
<i>Total Hours Required for Graduation.....</i>	<i>30</i>

Structure of the MBA Program

The Martin Methodist College MBA Program is a thirty hour program composed of twelve courses (nine courses are three (3) semester credit hours each and three courses are one (1) semester credit hour each). Each student will complete the 30 hour program. Courses are organized by cohort whereby students all take the same courses in affixed sequence. Students will take two courses at a time, and should complete the program in about twenty four months. Each course will last fifteen weeks, meeting one time per week for two and a half hours at each meeting. Seventy five percent of the content of each course will be delivered through traditional in-class experiences. The remaining contact will be delivered through non-traditional methods, primarily on-line.

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: Lee, McMasters*, Meier*

Associate Professors: Smith

Assistant Professors: Wilson

Instructors: Morefield

Adjunct Instructors: *Bain*, Combs*, Evans*, Ferrar, A. Harwell, J. Hlubb*, Lyne*, Waybright, A. White**

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-5; bachelors' degrees in secondary education majors in biology, business, English, history, and mathematics with licensure to teach grades 6-12; 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 five non-licensure programs. One is offered in elementary education and four are offered in human performance.

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

Human Performance and Physical Education – Laura Morefield

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; PSY/EDU 305, Educational Psychology; EDU/SOW 360, Multicultural Education; EDU/MUS 307, Music for Youth; and EDU/BUS 200 Economic Concepts and Applications; and EDU/HPPE 321 Physical Education for Elementary Teachers 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
- is punctual in arrival times and meeting deadlines

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:

- Core Academic Skills for Educators (reading, writing, and math) and ACT score of 19, or
- a required composite score of 21 on the ACT or
- a required combined reading, math, and writing score of 1070 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 Program Admission Portfolio

Formal application for admittance to the education program must be completed and submitted to the office of the program coordinator by March 1 of the spring semester and October 1 of the fall semester prior to the semester in which the student is to be admitted.

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 provost.

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, generally 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
- 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 Program Admission Portfolio normally created in EDU 101 and expanded to include artifact(s)

in all 10 Tennessee Teacher Licensure Standards as well as a revised teaching philosophy (from what was created in EDU 101 for program admission)

- 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 1 of the spring semester and by October 1 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 CORE Academic Skills for Educators (if ACT score is not 21 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 Non-licensure 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.

Other Program Information

A student who fails any or all parts of the CORE (reading, writing, and math) 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 CORE (reading, writing, and math) tests.

A portfolio is created via LiveText generally in EDU 101 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. Portfolio guidelines are available in LiveText.

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

While candidates are permitted to hold a part-time job or participate in choir or drama during clinical practice as long as these do not interfere with student teacher responsibilities, 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.

ESL Endorsement (English as a Second Language PreK-12)

The state-approved ESL Endorsement is available at Martin Methodist College for all education majors. Candidates seeking the ESL endorsement should meet with the ESL and TESOL program coordinator. Candidates shall have satisfactorily completed an initial license program approved by the state of Tennessee. Furthermore, candidates shall have satisfactorily completed the ESL Praxis II test #5361 (English to Speakers of Other Languages). Additionally, the following six courses (18 credit hours) shall be completed with a grade of “C” or better in each:

ENG 315 Advanced Grammar.....	3 hours credit
ENG 330 Second Language Acquisition.....	3 hours credit
ENG 331 ESL Methodology.....	3 hours credit
ENG 332 ESL Assessment.....	3 hours credit
ENG 333 TESOL Practicum.....	3 hours credit
ENG 411 Linguistics.....	3 hours credit

Driver Education Endorsement

The state-approved Driver’s Education Endorsement is available at Martin Methodist College for all education majors. Candidates seeking the Driver’s Education endorsement should meet with the Physical Education program coordinator. Candidates shall have satisfactorily completed an initial license program (grades 6-12 or grades K-12) approved by the state of Tennessee. Additionally, the following four courses (10 credit hours) shall be completed with a grade of “C” or better in each:

HPPE 211 First Aid and Emergency Care.....	3 hours credit
HPPE 485 Driver Education.....	3 hours credit
HPPE 486 Advanced Driver Education and Safety.....	3 hours credit
HPPE 487 General Safety and Lab.....	1 hour credit

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 practitioner programs:

Principals of Learning and Teaching

<i>Test</i>	<i>Scaled Score</i>	<i>Pass Rate</i>
5621	171	100%
5622	171	92%
5624	165	85%

Elementary Education

<i>Test</i>	<i>Scaled Score</i>	<i>Pass Rate</i>
5011	171	92%
5014	164	100%
5017	173	100%
5018	168	70%
5021	164	100%
5023	176	100%
5230	172	95%

Physical Education

<i>Test</i>	<i>Scaled Score</i>	<i>Pass Rate</i>
5095	174	100%
5095	167	100%

Practitioner

<i>Test</i>	<i>Scaled Score</i>	<i>Pass Rate</i>
0101	174	100%
0235	151	100%
0245	153	100%
0624	188	100%
5095	145	0%
5161	150	0%
5624	156	100%

Secondary Education

<i>Test</i>	<i>Scaled Score</i>	<i>Pass Rate</i>
0041	160	75%
5083	182	100%
5161	134	0%
5235	154	50%
5245	152	100%
5361	163	100%
5941	147	80%

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

A post baccalaureate student is one who possesses a 4-year degree from an institute of higher education (IHE) and re-enters Martin Methodist College (MMC) 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 4-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 4-year degree is from an IHE 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 students 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 on all work at MMC 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 portfolio will not be required prior to program admission.
2. The EDU101 requirement will be decided on an individual basis. A workshop covering program admission, LiveText, e-portfolio, and other important items will be offered as needed at the beginning of each semester. Post baccalaureate students who attend will have EDU101 waived.

Other Special-Situation Students

Martin Methodist College has state-approved programs for practitioner licensure (each initial licensure program in elementary, secondary, and physical education), additional endorsements (each initial licensure program and ESL), and 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 Martin Methodist College

Candidates for endorsement or practitioner licensure:

1. will not need admission to the education program, but will have approval of the provost 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.
5. will have STEA membership.
6. will have to pass TBI background check.
7. will have an ACT of 19 or higher or SAT of 1350
8. Practitioner candidates must have an Intent to Hire for a full-time teaching position in their major/licensure area.

Transfer Students

For any course required within the program that has prerequisites, the student may be required to take the prerequisite courses before taking the required course.

BACHELOR'S DEGREE IN ELEMENTARY EDUCATION WITH K-5 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
<i>Note: The Core should include ENG 201, ENG 202, ENG 221, HIS 201, HIS 202, PHY 101/102, PSY 113, PSY 211, REL 241, MIS 110 or higher, and MUS 231, or ART 121.</i>	
Additional General Courses	5
EDU 101 Education as a Profession	2
MAT 112 or higher	3
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 114 General Biology for Elementary Education Licensure	4
EDU 200 Economic Concepts and Applications	3
EDU 313 Language Literacy	2
EDU 314 Kindergarten Curriculum & Teaching Methods	2
EDU 321 Physical Education for Elementary Teachers	2
EDU 341 Social Studies Methods	2
EDU 343 Problem Solving/Math Methods	2
EDU 344 Natural Science Methods	2
EDU 310 Children's Literature in Grades K-5	3
ENG 315 Advanced Grammar	3
MAT 211 Math Concepts	3
MUS 307 Integrating Arts Across the Curriculum	1
HPPE 111 Personal and Community Health	3
HPPE 211 First Aid and Emergency Care	3
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-5	11
EDU 453 Clinical Practice Seminar K-5	1
Total Number of Hours Required	132

**See catalog reference or program coordinator for degree requirements for either BA or BS degree in elementary education.*

Recommended Curriculum for Elementary Education Degree with K-5 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	3	ENG 102	3
HPPE 111	3	MAT 112	3
HPPE 211	3	HPPE Activity	1
PSY 113	3	ART 121 or MUS 231	3
PHY 102	4	PHY 101	4
<hr/> <i>Total Hours</i>	<hr/> 17	<hr/> <i>Total Hours</i>	<hr/> 16

Sophomore Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
BIO 114	4	ENG 221	3
ENG 201	3	ENG 202	3
ENG 315	3	MIS 110 or higher	3
HIS 201	3	HIS 202	3
REL 241	3	PSY 211	3
		REL 101 or 102	3
<hr/> <i>Total Hours</i>	<hr/> 16	<hr/> <i>Total Hours</i>	<hr/> 18

Junior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
ART 301	2	EDU 315	3
EDU 313	2	EDU 342	3
EDU 314	2	EDU 343	2
EDU 321	2	EDU 412	2
EDU 331	3	EDU 305	3
EDU 410	3	EDU 341	2
MAT 211	3	EDU 310	3
MUS 307	1		
<hr/> <i>Total Hours</i>	<hr/> 18	<hr/> <i>Total Hours</i>	<hr/> 18

Senior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
EDU 200	2	EDU 452	11
EDU 344	3	EDU 453	1
EDU 360	3	<hr/> <i>Total Hours</i>	<hr/> 12
HIS 221	3		
HIS 241	3		
SOC 211	3		
<hr/> <i>Total Hours</i>	<hr/> 17		

Total number of hours required 132

- Apply for admission to the program as early as possible in the sophomore year. No EDU- prefixed courses may be taken until the student is admitted to the Teacher Education Program at MMC (exceptions: EDU 101, EDU/MUS 307, EDU/HPPE 321, EDU/BUS 200, EDU/PSY 305 and EDU/SOW 360 which are cross listed).
- Apply by October 1 for spring clinical practice, by March 1 for fall clinical practice.
- All required sections of the Praxis II shall be passed prior to the clinical practice semester.

BACHELOR'S DEGREE IN SCIENCE EDUCATION WITH ENDORSEMENT IN BIOLOGY 6-12

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.

<i>Degree Requirements</i>	<i>Semester Hours</i>
General Education Courses	64
<i>Core Requirements to include:</i> ENG 221, MAT 141, PHY 101/102, PSY 113, and PSY 211	54
<i>Additional General Education Requirements</i>	10
CHE 111/112 General Chemistry	8
EDU 101 Education as a Profession	2
Major Field of Study	32
<i>Required Biology Courses</i>	24
BIO 111/112 General Biology I & II — Zoology & Botany	8
BIO 201/202 Human Anatomy and Physiology I & II	8
BIO 301 Genetics	4
BIO 341 Ecology	4
<i>Biology Electives [choose from the following]</i>	8
BIO 261 Microbiology	4
BIO 310 Biology Seminar	2
BIO 321 Parasitology	3
BIO 322 Parasitology Lab	1
BIO 331 Cell Biology	4
BIO 350 Botanical Diversity	4
BIO 399 Bioethics	3
BIO 411 Immunology	3
BIO 421 Systemic Botany	4
BIO 461 Comparative Anatomy	4
PSY 424 Physiological Psychology	3
Professional Education	34
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 415 Teaching Reading in Grades 6-12	2
EDU 425 Strategies for Teaching Grades 6-12	2
EDU 456 Clinical Practice in Grades 6-12	11
EDU 457 Clinical Practice Seminar 6-12	1
Total Number of Hours Required	130

*See catalog reference or program coordinator for degree requirements for either BA or BS degree in biology education.

Recommended Curriculum for Biology Majors with 6-12 Endorsement

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	3	ENG 102	3
MAT 141	5	ENG 221	3
BIO 111	4	Religion/Philosophy Core	3
REL 101/102	3	BIO 112	4
FYE 101	1	MIS Core or Elective	3
<hr/>		EDU 101	2
<i>Total Hours</i>	<i>16</i>	<hr/>	
		<i>Total Hours</i>	<i>18</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 113	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 Core	3	Biology Major	4
EDU 331	3	Biology Major	4
Biology Major	4	EDU 342	3
EDU 305	3	EDU 315	3
EDU 360	3	EDU 415	2
HPPE Activity	1	<hr/>	
<hr/>		<i>Total Hours</i>	<i>16</i>
<i>Total Hours</i>	<i>17</i>		

Senior Year

	<i>Fall Semester</i>		<i>Spring Semester</i>
Biology Major	4	EDU 456	11
Biology Major	4	EDU 457	1
Biology Major	4	<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 **130**

- Apply for admission to the program as early as possible in the sophomore year. No EDU- prefixed courses may be taken until the student is admitted to the Teacher Education Program at MMC (exceptions: EDU 101, EDU 305 and EDU 360 which are cross listed).
- Apply by October 1 for spring clinical practice, by March 1 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 ENDORSEMENT 6-12

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	57
<i>Core Requirements to include:</i> ENG 221, MAT 131 (or higher), PSY 113, PSY 211, MIS 210 or MIS 220	52
<i>Additional General Education Requirements</i>	5
MAT 213 Math for Management/Social Sciences	3
EDU 101 Education as a Profession	2
Major Field of Study	36
<i>Required Business Courses</i>	30
BUS 201 Economics I	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
BUS 440 International Business	3
<i>Additional Required Management Information Systems Courses</i>	6
MIS 360 Visual Basic and Business Applications	3
MIS 410 Information Systems Applications	3
Professional Education	34
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 415 Teaching Reading in Grades 6-12	2
EDU 425 Strategies for Teaching Grades 6-12	2
EDU 456 Clinical Practice in Grades 6-12	11
EDU 457 Clinical Practice Seminar 6-12	1
Total Number of Hours Required	127

*See catalog reference or program coordinator for degree requirements for either BA or BS degree in biology education.

Recommended Curriculum for Business Majors with 6-12 Endorsement

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	3	ENG 102	3
Natural Science Core	4	ENG 221	3
PSY 113	3	Natural Science Core	4
REL 101/102	3	MAT 131	3
FYE 101	1	Religion/Philosophy Core	3
HPPE Activity	1	EDU 101	2
<hr/> <i>Total Hours</i>	<hr/> 15	<hr/> <i>Total Hours</i>	<hr/> 18

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 113	3	MIS 110	3
MIS 360	3	Business Major	3
<hr/> <i>Total Hours</i>	<hr/> 15	<hr/> Business Major	<hr/> 3
		<hr/> <i>Total Hours</i>	<hr/> 18

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
MIS 410	3	EDU 342	3
Business Major	3	EDU 315	3
Business Major	3	EDU 415	2
<hr/> <i>Total Hours</i>	<hr/> 18	<hr/> <i>Total Hours</i>	<hr/> 17

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	<hr/> <i>Total Hours</i>	<hr/> 12
EDU 410	3		
EDU 425	2		
<hr/> <i>Total Hours</i>	<hr/> 14		

Total number of hours required **127**

- Apply for admission to the program as early as possible in the sophomore year. No EDU- prefixed courses may be taken until the student is admitted to the Teacher Education Program at MMC (exceptions: EDU 101, EDU 305 and EDU 360 which are cross listed).
- Apply by October 1 for spring clinical practice, by March 1 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/LANGUAGE ARTS WITH ENDORSEMENT 6-12

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 to include:</i> ENG/DRA 131, Foreign Language (intermediate level)	52
<i>Additional General Education Requirements</i>	5
EDU 101 Education as a Profession	2
PSY 113	3
Major Field of Study	33
<i>Required for Secondary Licensure</i>	9
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 321 Women's Literature	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 306 Ghost Story	3
ENG 308 Literature for Youth	3
ENG 311 Technical Writing	3
ENG 313 Advanced Composition	3
ENG 314 Writing for the Professions	3
ENG 408 Playwriting	3
ENG 412 Creative Writing — Prose	3
ENG 413 Creative Writing — Poetry	3
ENG 414 Writing for Publication	3
ENG 421 North American Non-fiction Nature Writing	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 320 Research Strategies	3
ENG 425 English Capstone	3
Professional Education	34
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 415 Teaching Reading in Grades 6-12	2
EDU 425 Strategies for Teaching Grades 6-12	2
EDU 456 Clinical Practice in Grades 6-12	11
EDU 457 Clinical Practice Seminar 6-12	1
Total Number of Hours Required	127

Recommended Curriculum for English Majors with 6-12 Endorsement

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	3	ENG 102	3
MAT 131, 171, or 211	3	PSY 111	3
Natural Science Core	4	Natural Science Core	4
ENG/DRA 131	3	MIS Core or Elective	3
HPPE 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	Foreign Language Core	3
Foreign Language Core	3	EDU 221	3
<hr/>		EDU 315	3
<i>Total Hours</i>	<i>15</i>	<hr/>	
		<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
ENG 402	3	Upper Level English	3
ENG 320	3	EDU 342	3
<hr/>		EDU 415	2
<i>Total Hours</i>	<i>15</i>	<hr/>	
		<i>Total Hours</i>	<i>17</i>

Senior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
ENG 315	3	EDU 456	11
ENG 411	3	EDU 457	1
Upper Level English	3	ENG 425	3
Upper Level English	3	<hr/>	
EDU 410	3	<i>Total Hours</i>	<i>15</i>
EDU 425	2		
<hr/>			
<i>Total Hours</i>	<i>17</i>		

Total number of hours required **127**

- Apply for admission to the program as early as possible in the sophomore year. No EDU- prefixed courses may be taken until the student is admitted to the Teacher Education Program at MMC (exceptions: EDU 101, EDU 305 and EDU 360 which are cross listed).
- Apply by October 1 for spring clinical practice, by March 1 for fall clinical practice.
- All required sections of the Praxis II shall be passed prior to the clinical practice semester.

BACHELOR'S DEGREE IN SOCIAL STUDIES EDUCATION WITH ENDORSEMENT IN HISTORY 6-12

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	63-66
<i>Core Requirements to include: ENG 221, HIS 111,112, REL 201, PSY 113 and PSY 211</i>	49-52
<i>Additional General Education Requirements</i>	14
BUS/EDU 200 Economic Concepts and Applications.....	3
EDU 101 Education as a Profession.....	2
HIS 201 and 202 History of the United States.....	6
SOC 211 Principles of Sociology.....	3
Major Field of Study	30
<i>Required History Courses</i>	24
HIS 221 American Government.....	3
HIS 240 Tennessee History.....	3
HIS 241 World Geography.....	3
HIS 300 Historiography and Historical Method.....	3
HIS 324 Renaissance and Reformation.....	3
HIS 408 History of Far East.....	3
HIS 435 Social and Cultural History of the United States.....	3
HIS 465 The World Since 1945.....	3
<i>History Electives [Choose from those listed below or from additional courses as offered]</i>	6
HIS 320 Ancient Greece and Rome.....	3
HIS 333 The French Revolution and Napoleon.....	3
HIS 350 Jeffersonian and Jacksonian Era.....	3
HIS 354 American Civil War Era.....	3
HIS 370 The United States since 1945.....	3
HIS 412 History of the Middle East.....	3
HIS 425 The American West.....	3
HIS 430 American Environmental History.....	3
HIS 440 Religion in America.....	3
HIS 455 Tudor/Stuart England.....	3
HIS 470 History of Gender.....	3
Professional Education	34
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 415 Teaching Reading in Grades 6-12.....	2
EDU 425 Strategies for Teaching Grades 6-12.....	2
EDU 456 Clinical Practice in Grades 6-12.....	11
EDU 457 Clinical Practice Seminar 6-12.....	1
Total Number of Hours Required	127- 130

Recommended Curriculum for History Majors with 6-12 Endorsement

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	3	ENG 102	3
MAT 131, 171, or 211	3	REL 201	3
Natural Science Core	4	Natural Science Core	4
PSY 113	3	HIS 112	3
HIS 111	3	EDU 101	2
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
ENG 221	3	Fine Arts Core	3
BUS/EDU 200	3	MIS Core or Elective	3
HPPE Activity	1	REL 101 or 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	EDU 315	3
HIS 241	3	EDU 342	3
History Major	3	EDU 415	2
<hr/>		<hr/>	
<i>Total Hours</i>	<i>18</i>	<i>Total Hours</i>	<i>17</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	<hr/>	
History Major	3	<i>Total Hours</i>	<i>12</i>
EDU 410	3		
EDU 425	2		
<hr/>			
<i>Total Hours</i>	<i>17</i>		

Total number of hours required **130**

- Apply for admission to the program as early as possible in the sophomore year. No EDU- prefixed courses may be taken until the student is admitted to the Teacher Education Program at MMC (exceptions: EDU 101, EDU 305 and EDU 360 which are cross listed).
- Apply by October 1 for spring clinical practice, by March 1 for fall clinical practice.
- All required sections of the Praxis II shall be passed prior to the clinical practice semester.

BACHELOR'S DEGREE IN MATHEMATICS WITH ENDORSEMENT 6-12

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	56
<i>Core Requirements to include: ENG 221, MAT 142*, PSY 113, PSY 211, PHY 241, 242, 101 or 102, and</i>	
MIS 340, MIS 350 or 360	54
<i>Additional General Education Requirements</i>	
EDU 101 Education as a Profession	2
Required Mathematics Courses	33
MAT 241 Calculus II	4
MAT 242 Calculus III	4
MAT 231 Statistics	3
MAT 271 Introduction to Mathematical Modeling	1
MAT 281 Discrete Mathematics	3
MAT 310 Linear Algebra	3
MAT 330 History of Mathematics	3
MAT 350 Foundations	3
MAT 370 Geometry	3
MAT 380 Combinatorics and Graph Theory	3
MAT 490 Mathematics Tutorial	1
MAT 491 Mathematics Thesis	2
Mathematics Electives (Choose from the following)	3
MAT 420 Abstract Algebra	3
MAT 440 Real Analysis	3
Professional Education Courses	34
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 415 Teaching Reading in Grades 6-12	2
EDU 425 Strategies for Teaching Grades 6-12	2
EDU 456 Clinical Practice in Grades 6-12	11
EDU 457 Clinical Practice Seminar 6-12	1
Total Number of Hours Required	126

*Individual student ability will determine if MAT 131 and/or MAT 141 are needed as prerequisites for MAT 142.

Recommended Curriculum for Mathematics Majors with 6-12 Endorsement

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	3	ENG 102	3
REL 101 or 102	3	Religion/Philosophy Core	3
HIS 111 or 201	3	HIS 112/202	3
MAT 142	5	MAT 241	4
FYE 101	1	EDU 101	2
		HPPE Activity	1
<i>Total Hours</i>		<i>Total Hours</i>	
	15		16

Sophomore Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
MAT 242	4	ENG 221	3
MAT 271	1	MAT 350	3
MAT 281	3	Literature Core	3
Literature Core	3	MAT 310 or 330	3
PSY 113	3	PSY 211	3
MAT 231	3		
<i>Total Hours</i>		<i>Total Hours</i>	
	17		15

Junior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
MAT 370	3	MAT 310 or 330	3
MAT 420 or 440	3	Fine Arts Core	3
Science Core	4	Science Core	4
EDU 331	3	EDU 315	3
EDU 360	3	EDU 342	3
		EDU 415	2
<i>Total Hours</i>		<i>Total Hours</i>	
	16		18

Senior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
MIS 340	3	EDU 456	11
MAT 380	3	EDU 457	1
MAT 490	1	MAT 491	2
EDU 305	3	<i>Total Hours</i>	
EDU 410	3		14
EDU 425	2		
<i>Total Hours</i>			
	15		

Total number of hours required **126**

- Apply for admission to the program as early as possible in the sophomore year. No EDU- prefixed courses may be taken until the student is admitted to the Teacher Education Program at MMC (exceptions: EDU 101, EDU 305 and EDU 360 which are cross listed).
- Apply by October 1 for spring clinical practice, by March 1 for fall clinical practice.
- All required sections of the Praxis II must be passed prior to the clinical practice semester.

BACHELOR'S DEGREE IN HUMAN PERFORMANCE AND PHYSICAL EDUCATION

EMPHASIS IN PHYSICAL EDUCATION (K-12 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 Courses **51-54**

<i>Core Requirements to include:</i> ENG 201/202 or other sequential literature courses,	
BIO 111, BIO 112, PSY 113 and PSY 211.....	49-52
<i>Additional General Education Requirements</i> 2	
EDU 101 Education as a Profession.....	2

Major Field of Study **42**

<i>Required Human Performance & Physical Education Courses</i> 19	
HPPE 200 Foundations of Health, Physical Education, and Sport.....	3
HPPE 211 First Aid and Emergency Care.....	3
HPPE 322 Activity Skills (Personal).....	3
HPPE 401 Exercise Physiology.....	3
HPPE 402 Administration of Physical Education and Sport.....	3
HPPE 406 Kinesiology/Biomechanics.....	3
<i>Additional Required for Physical Education Licensure Emphasis</i> 21	
BIO 201 Human Anatomy and Physiology I.....	4
HPPE 240 Nutrition.....	3
HPPE 320 Motor Learning.....	3
HPPE 321 Physical Education for Elementary Teachers.....	2
HPPE 323 Activity Skills (Team).....	3
HPPE 343 Essential of Adaptive Physical Education.....	3
HPPE 423 Tests and Measurements in Physical Education.....	3
<i>Human Performance & Physical Education Electives (choose from the list below)</i> 3	
HPPE 111 Personal and Community Health.....	3
HPPE 324 Philosophy and Techniques of Coaching.....	3
HPPE 330 Assessment and Care of Athletic Injuries.....	3

Professional Education **33**

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 **126-129**

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

*See catalog reference or program coordinator for degree requirements for either BA or BS degree in physical education.

Recommended Curriculum for Bachelor's Degree in Human Performance and Physical Education Emphasis in Physical Education (K-12 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>	
ENG 101	3	ENG 102	3
MAT 131 or 211	3	Religion/Philosophy Core	3
BIO 111	4	BIO 112	4
PSY 113	3	Speech Core	3
FYE 101	1	EDU 101	2
HPPE Activity	1		
<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	Literature Core	3
HIS 111/201	3	HIS 112/202	3
PSY 211	3	HPPE 211	3
Fine Arts Core	3	HPPE 240	3
HPPE 200	3	MIS Core or Elective	3
REL 101/102	3	HPPE 323	3
<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 305	3	HPPE 343	3
EDU 331	3	HPPE 402	3
BIO 201	4	HPPE 406	3
HPPE 320	3	EDU 315	3
HPPE 322	3	EDU 342	3
<i>Total Hours</i>	<i>16</i>	<i>Total Hours</i>	<i>17</i>

Senior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
HPPE Elective	3	EDU 458	11
HPPE 423	3	EDU 459	1
HPPE 401	3	<i>Total Hours</i>	<i>12</i>
EDU 360	3		
EDU 410	3		
EDU 422	3		
<i>Total Hours</i>	<i>18</i>		

Total number of hours required **129**

- Apply for admission to the program as early as possible in the sophomore year. No EDU- prefixed courses may be taken until the student is admitted to the Teacher Education Program at MMC (exceptions: EDU 101, EDU 305 and EDU 360 which are both cross listed).
- Apply by October 1 for spring clinical practice, by March 1 for fall clinical practice.
- All required sections of the Praxis II shall be passed prior to the clinical practice semester.

BACHELOR'S DEGREE IN HUMAN PERFORMANCE AND PHYSICAL EDUCATION

Emphasis 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 Requirements	Semester Hours
General Education Courses	54-57
Core Requirements to include: BIO 111, 112 and BIO 201, 202	
Major Field of Study	43-46
Required Human Performance & Physical Education Core Courses	22
HPPE Activity Course	1
HPPE 200 Foundations of Health, Physical Education, and Sport	3
HPPE 211 First Aid and Emergency Care	3
HPPE 322 Activity Skills (Personal)	3
HPPE 401 Exercise Physiology	3
HPPE 402 Administration of Physical Education and Sport	3
HPPE 406 Kinesiology/Biomechanics	3
HPPE 499 Human Performance Capstone	3
Additional Required for Non-Licensure Emphasis	21-24
HPPE 111 Personal and Community Health	3
HPPE 240 Nutrition	3
HPPE 320 Motor Learning	3
HPPE 323 Activity Skills (Team)	3
HPPE 343 Essential of Adaptive Physical Education	3
HPPE 423 Tests and Measurement in Physical Education	3
HPPE 498 Human Performance Internship	3-6
Electives (18 hours must be numbered 300 or above)	27
Human Performance & Physical Education Electives (choose from the list below)	12
HPPE 210 Human Performance Practicum	3
HPPE 321 Physical Education for Elementary Teachers	2
HPPE 324 Philosophy and Techniques of Coaching	3
HPPE 330 Assessment and Care of Athletic Injuries	3
HPPE 345 History of Sport & Physical Education	3
HPPE 430 Exercise Prescription and Fitness Appraisal in the Healthy Individual	3
HPPE 485 Driver Education	3
HPPE 486 Advanced Driver Education and Safety	3
HPPE 487 Safety Lab	1
Electives (choose from those listed below)	6
PSY 211 Developmental Psychology	3
PSY 305 Educational Psychology	3
SOW 360 Multicultural Education	3
Electives	9
Total Number of Hours Required	127

*All Human Performance & Physical Education majors must make a "C" or higher in all HPPE courses.
See catalog or program coordinator for degree requirements for either BA or BS degree.

Recommended Curriculum for Bachelor's Degree in Human Performance and Physical Education Emphasis in Physical Education (Non-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>	
ENG 101	3	ENG 102	3
MAT 131 or higher	3	Religion/Philosophy Core	3
BIO 111	4	BIO 112	4
HIS 111/201	3	HIS 112/202	3
FYE 101	1	Fine Arts Core	3
Behavioral/Social Science Core	3	HPPE 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
REL 101/102	3	Speech Core	3
BIO 201	4	BIO 202	4
Elective	3	HPPE 240	3
HPPE 200	3	HPPE 211	3
HPPE Activity	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>	
Elective	3	HPPE 323	3
Elective	3	HPPE 343	3
MIS Core or Elective	3	HPPE 402	3
HPPE 320	3	HPPE 406	3
HPPE 322	3	HPPE 423	3
HPPE 401	3	HPPE Elective	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>	
PSY/SOW Elective	3	HPPE 498	3-6
Elective	3	HPPE 499	3
HPPE 111	3	PSY/SOW Elective	3
HPPE Elective	3	HPPE Elective	3
HPPE Elective	3		
<hr/>		<hr/>	
<i>Total Hours</i>	<i>15</i>	<i>Total Hours</i>	<i>12-15</i>

Total number of hours required **127**

BACHELOR'S DEGREE IN HUMAN PERFORMANCE AND PHYSICAL EDUCATION

Emphasis in Exercises Science

The Exercise Science program is designed to provide a strong background in human performance and sciences related to physical education and exercise as well as provide flexibility in curriculum for students to meet admissions requirements for master's programs, physical therapy programs, occupational therapy programs, etc. Students should work with their advisor to select electives based on the career path or graduate program of the student.

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	54-57
<i>Core Requirements to include: BIO 111, 112 and BIO 201, 202</i>	
Major Field of Study	43
Required Human Performance & Physical Education Core Courses	
HPPE Activity Course.....	1
HPPE 200 Foundations of Health, Physical Education, and Sport.....	3
HPPE 211 First Aid and Emergency Care.....	3
HPPE 322 Activity Skills (Individual).....	3
HPPE 401 Exercise Physiology.....	3
HPPE 402 Administration of Physical Education and Sport.....	3
HPPE 406 Kinesiology/Biomechanics.....	3
HPPE 499 Human Performance Capstone.....	3
Additional Required for Non-Licensure Emphasis	
HPPE 240 Nutrition.....	3
HPPE 343 Essentials of Adapted Physical Education.....	3
HPPE 435 Advanced Strength & Conditioning.....	3
HPPE 423 Test and Measurement in Physical Education.....	3
HPPE 430 Exercise Prescription and Fitness Appraisal in the Healthy Individual.....	3
HPPE 498 Human Performance Internship.....	6
Electives (9 hours must be numbered 300 or higher)	27
Human Performance & Physical Education Electives (choose from the list below)	
HPPE 111 Personal and Community Health.....	3
HPPE 210 Human Performance Practicum.....	3
HPPE 320 Motor Learning.....	3
HPPE 323 Activity Skills (Team).....	3
HPPE 324 Philosophy and Techniques of Coaching.....	3
HPPE 330 Assessment and Care of Athletic Injuries.....	3
HPPE 345 History of Sport & Physical Education.....	3
HPPE 485 Driver Education.....	3
HPPE 486 Advanced Driver Education and Safety.....	3
HPPE 487 Safety Lab.....	1
General Electives	18
Total Number of Hours Required	124-127

*All Human Performance & Physical Education majors must make a "C" or higher in all HPPE courses.

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

Recommended Curriculum for Bachelor's Degree in Human Performance and Physical Education Emphasis in Exercise Science

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	3
MAT 231 or higher	3
BIO 111	4
HIS 111/201	3
FYE 101	1
Behavioral/Social Science Core	3
<hr/>	
<i>Total Hours</i>	<i>17</i>

<i>Spring Semester</i>	
ENG 102	3
Religion/Philosophy Core	3
BIO 112	4
HIS 112/202	3
Fine Arts Core	3
HPPE Activity	1
<hr/>	
<i>Total Hours</i>	<i>17</i>

Sophomore Year

<i>Fall Semester</i>	
Literature Core	3
REL 101/102	3
BIO 201	4
HPPE 200	3
HPPE Activity	1
MIS Core or Elective	3
<hr/>	
<i>Total Hours</i>	<i>17</i>

<i>Spring Semester</i>	
Humanities Core	3
Speech Core	3
BIO 202	4
HPPE 240	3
HPPE 211	3
<hr/>	
<i>Total Hours</i>	<i>16</i>

Junior Year

<i>Fall Semester</i>	
Elective	3
Elective	3
Elective	3
HPPE 435	3
HPPE 322	3
HPPE 401	3
<hr/>	
<i>Total Hours</i>	<i>16</i>

<i>Spring Semester</i>	
Elective	3
HPPE 343	3
HPPE 402	3
HPPE 406	3
HPPE 423	3
<hr/>	
<i>Total Hours</i>	<i>15</i>

Senior Year

<i>Fall Semester</i>	
Elective	3
Elective	3
HPPE 430	3
HPPE Elective	3
HPPE Elective	3
<hr/>	
<i>Total Hours</i>	<i>13</i>

<i>Spring Semester</i>	
HPPE Elective	3
HPPE 498	6
HPPE 499	3
<hr/>	
<i>Total Hours</i>	<i>12</i>

Total number of hours required..... **128**

BACHELOR'S DEGREE IN HUMAN PERFORMANCE AND PHYSICAL EDUCATION

Emphasis in Sport Management

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	53
<i>Core Requirements to include: BIO 111, BIO 112, BUS 201 & BIO 201 or 202</i>	
Major Field of Study (Required courses)	70
<i>Required Human Performance & Physical Education Courses</i> 22	
HPPE Activity Course.....	1
HPPE 200 Foundations of Health, Physical Education, and Sport.....	3
HPPE 211 First Aid and Emergency Care.....	3
HPPE 322 or HPPE 323 Activity Skills (Personal) or Activity Skills (Team).....	3
HPPE 401 Exercise Physiology.....	3
HPPE 402 Administration of Physical Education and Sport.....	3
HPPE 406 Kinesiology/Biomechanics.....	3
HPPE 499 Human Performance Capstone.....	3
<i>Required Sport Management and Human Performance Courses</i> 39	
HPPE 210 Human Performance Practicum.....	3
SPM 310 Sport Communication.....	3
SPM 320 Sport Governance and Leadership.....	3
SPM 331 Legal Aspects of Sport.....	3
SPM 350 Current Trends/Issues in Sport.....	3
SPM 400 Finance of Sport.....	3
SPM 401 Sport Marketing.....	3
SPM 405 Sport Sales and Revenue Generation.....	3
SPM 410 Sport Facilities and Event Management.....	3
SPM 421 Sport Management Internship.....	12
Required Business Courses	9
BUS 202 Principles of Economics II.....	3
BUS 221 Principles of Accounting I.....	3
BUS 222 Principles of Accounting II.....	3
Total Number of Hours Required	123

*All Human Performance & Physical Education majors must make a “C” or higher in all HPPE courses.

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

Recommended Curriculum for Bachelor's Degree in Human Performance and Physical Education Emphasis in Sport Management

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	3
MAT 131 or higher	3
BIO 111	4
HIS 111/201	3
FYE 101	1
HPPE Activity	1
<i>Total Hours</i>	<i>15</i>

<i>Spring Semester</i>	
ENG 102	3
REL 101/102	3
BIO 112	4
HIS 112/202	3
Fine Arts Core	3
<i>Total Hours</i>	<i>16</i>

Sophomore Year

<i>Fall Semester</i>	
BIO201	4
BUS 201	3
BUS 221	3
HPPE 200	3
HPPE 210	3
<i>Total Hours</i>	<i>16</i>

<i>Spring Semester</i>	
Literature Core	3
BUS 202	3
BUS 222	3
Speech Core	3
SPM 350	3
HPPE 201 or one from 102-131	1
<i>Total Hours</i>	<i>16</i>

Junior Year

<i>Fall Semester</i>	
SPM 310	3
MIS Core	3
HPPE 322 or 323	3
HPPE 401	3
Humanities Core	3
<i>Total Hours</i>	<i>15</i>

<i>Spring Semester</i>	
SPM 331	3
HPPE 402	3
HPPE 406	3
HPPE 499	3
SPM 401	3
SPM 410	3
<i>Total Hours</i>	<i>18</i>

Senior Year

<i>Fall Semester</i>	
REL 201 or 241	3
SPM 405	3
SPM 400	3
HPPE 211	3
SPM320	3
<i>Total Hours</i>	<i>15</i>

<i>Spring Semester</i>	
SMP 498	12
<i>Total Hours</i>	<i>12</i>

Total number of hours required **123**

Minor in Sport Management

Required Courses	18
HPPE 200 Foundations of Health, Physical Education, and Sport.....	3
HPPE 210 Human Performance Practicum.....	3
SPM 331 Legal Aspects of Sport.....	3
SPM 350 Current Trends/Issues in Sport.....	3
SPM 400 Finance of Sport.....	3
SPM 401 Sport Marketing.....	3
<i>Total Hours Required for Minor</i>	18



Division of Humanities

Division Chair – Dr. Kayla McKinney Wiggins

Office: Martin Hall, 1st floor

Telephone: (931) 363-9859 or E-mail: kwiggins@martinmethodist.edu

Full-Time Faculty Professors: G. Cheatham*, Harwell, Ireson*, West, Whittemore, Wiggins

Assistant Professors: Martiros, Meinhart, Nigrelli, Powell, E Stalions,

Instructors: Keeton*

Adjunct Faculty Barnett, A. Brown, J. Cheatham*, Emerson, Engel, Evitts, R. Guthrie, S. Guthrie, D.

Haskins, Joseph, King, Little, McDonald, Mitchell, B. Pigg, Poythress, Radcliffe, Reynolds,

Rich, A. Stalions, Standish, Waybright

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 art, music, language, composition, literature, drama, religion, and philosophy. While some students will investigate these disciplines as part of an academic major, all students will be introduced to these subject areas in the general education core. Through these course offerings the Division of Humanities hopes to:

- promote personal growth in students through exposure to the liberal arts;
- foster an awareness in students of the cultural, spiritual, aesthetic, ethical, and intellectual diversity found within the human experience;
- develop critical thinking, writing, and research skills in students that will prepare them for lives of continued learning.

The Division of Humanities offers programs leading to the Bachelor of Arts Degree in English, Music, and Liberal Arts; either the Bachelor of Arts or Bachelor of Science Degree with a major in the Church's Educational Ministry, Church Vocations, Dramatic Arts, or Religion and Philosophy; and certificates in Teaching English to Speakers of Other Languages (TESOL) and Professional Writing.

The major in the Church's Educational Ministry is designed for those students who wish to enter the field of Christian education, particularly stressing Youth Ministry or Children's Ministry, 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 in the church. 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 provides 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. An ESL endorsement is also available for those who wish to teach ESL at the PreK – 12 levels. The Professional Writing Certificate indicates training in a variety of writing

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

courses that prepare students to work in careers like journalism, public relations, and advertising.

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.

The Dramatic Arts major is designed to provide students with the training and skills to work in the professional theatre in a variety of venues from technical theatre to performance, or to pursue graduate study.

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:

The Church's Educational Ministry, Church Vocations, Religion and Philosophy – C. Patrick Whittemore
Dramatic Arts – Kayla McKinney Wiggins
English – Kayla McKinney Wiggins
Liberal Arts – Kayla McKinney Wiggins
Music – Melissa Martiros

BACHELOR'S DEGREE IN CHURCH VOCATIONS

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.

Degree 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
REL 401 History of Christian Thought	3
<i>Choose one of the following:</i>	
REL 431 The United Methodist Church History & Beliefs	3
REL 499 Readings in Religion	3
REL 421 Practicum	3
REL 422 Practicum	3
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/PSY 312 Marriage and Family	3
SOW/PSY 352 Gerontology	3
Upper-level Psychology and/or Social Work Electives	12
Upper-level Religion Electives	21
General Electives	3-6
Total Number of Hours Required	121

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	3	ENG 102	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	HPPE 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 213	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 312	3
Upper Religion Elective	3	PSY/SOW 352	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/>		<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 THE CHURCH'S EDUCATIONAL MINISTRY

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.

<i>Degree Requirements</i>	<i>Semester Hours</i>
General Education Core	49 – 52
<i>Note: The Core should include REL 101, REL 102, PSY 113 and PSY 211</i>	
Additional Required Lower Level Course	3
REL 241 Introduction to Philosophy.....	3
Required Upper Level Courses	42
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
<i>Choose one of the following</i>	3
REL 370 Christianity and Unbelief.....	3
REL 371 Concepts of Being Human.....	3
REL 380 The Battle for God: Fundamentalism.....	3
<i>Choose two of the following</i>	6
REL 301 Life and Teachings of Jesus.....	3
REL 311 The Johannine Literature.....	3
REL 321 The Life and Letters of Paul.....	3
REL 331 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 Emphasis	12
<i>Youth Ministry Emphasis</i>	
REL 362 Models of Youth Ministry.....	3
REL 385 Adolescent Faith Development.....	3
REL 421 & 422 Practicum (in youth ministry).....	6
<i>Children's Ministry Emphasis</i>	
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 (Choose from the following)	12
PSY 306 Disorders of Childhood and Youth.....	3
PSY 321 Introduction to Counseling & Psychotherapy.....	3
SOC 312 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

Recommended Curriculum for the Church's Educational Ministry

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	3	ENG 102	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 113	3	Speech Core	3
FYE 101	1	HPPE 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
Natural Science Core	4	Natural Science Core	4
REL 241	3	REL 378	3
MIS Core or Elective	3	REL 362 or 364	3
PSY 211	3	REL 382	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>	
REL 301/311/321/331	3	REL 366	3
REL 385 or 361	3	REL 415	3
REL 370/371/380	3	REL 368	3
Upper Level Elective	3	REL 351	3
REL 325	3	PSY 305	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>	
REL 401	3	REL 425	3
REL 375	3	REL 422	3
REL 421	3	Religion Elective	3
REL 301/311/321/331	3	Upper Level Elective	3
Upper Level Elective	3		
<hr/> <i>Total Hours</i>	<hr/> 15	<hr/> <i>Total Hours</i>	<hr/> 12

Total number of hours required **121**

Note: See catalog reference or program coordinator for degree requirements for the 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
<i>Note: The Core should include: REL 241 and either REL 101 or REL 102, PSY 113, SOC 211.</i>	
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
<i>(students may find the following courses helpful, but are not limited to these)</i>	
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 391 Religious and Philosophical Perspectives on the Environment	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	3	ENG 102	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	HPPE Activity	1
<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 113	3	MIS Core or Elective	3
SOC 211	3	General Elective	3
<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 Level Elective	3	Upper Religion Elective	3
General Elective	3	General Elective	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>	
REL 370	3	REL 415	3
Upper Religion Elective	3	REL 455	3
Upper Religion Elective	3	REL 325	3
Upper Level Elective	3	General Elective	3
General Elective	3		
<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 the B.A. degree.

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 Educational Ministry classes— REL 351, REL 354, REL 361, REL 362, REL 363, REL 366, and REL 378</i>	
Total Hours Required for Minor	18



BACHELOR'S DEGREE IN DRAMATIC ARTS

Expected Outcomes:

1. Graduates will possess the basic skills required to function effectively in entry-level positions in the entertainment industry
2. Graduates will be prepared for graduate study beyond the Bachelor's degree.
3. Graduates will possess the basic skills required to produce their own theatre and film projects.

Degree Requirements **Semester Hours**

General Education Core **49-52**

Note: DRA/ENG 131 must be taken in the core

Required Drama Courses **33**

DRA 101 Acting - An Introduction	3
DRA 102 Acting - Scene Study	3
DRA 201 Acting - Advanced Scene Study	3
DRA 202 Acting for the Camera	3
DRA 234/235 Theatre/Film Practicum	6
DRA 305 Theatre Production	3
DRA 310 Film and Video Production	3
DRA 315 Careers in the Performing Arts	3
DRA 405 Directing	3
DRA/ENG 423 Introduction to Film	3

Applied Skills Requirements (to be selected from the following courses) **15**

DRA 301 Voice and Movement for the Stage	3
DRA 302 Voice and Movement for the Stage II	3
DRA 311 Performing Verse	3
DRA 313 Stage Combat	3
DRA 312 Accents and Dialects	3
DRA 314 Physical Theatre (mime, masks, dance)	3
DRA 316 Auditioning & the Business of Acting	3
DRA 401 Advanced Acting Intensive	3
DRA 410 Advanced Public Speaking	3
DRA 413 Advanced Stage Combat	3
DRA 415 Film Editing and Post-Production	3
DRA 321, 322, 421, 422 Applied Performance Skills (Individual Coaching, 30 min/week)	.1 per semester

Required Theory/Survey (to be selected from the following courses) **6**

DRA/ENG 305 Modern Drama	3
DRA/ENG 402 Shakespeare	3
DRA/MUS 406 History of Musical Theatre	3
DRA/ENG 407 Screen Writing	3
DRA/ENG 408 Play Writing	3
DRA 420 Evolution of Dramatic Form	3

DRA 425 Senior Production (Capstone) Project **3**

Electives or Approved Minor **12-15**

Nine hours must be at 300 level or above; DRA 210 may be taken as an elective

Total Number of Hours **121**

Recommended Curriculum for the Dramatic 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>	
ENG 101	3
Natural Science Core	4
ENG/DRA 131	3
HIS 111/201	3
FYE 101	1
DRA 101	3
<i>Total Hours</i>	<i>17</i>

<i>Spring Semester</i>	
ENG 102	3
Natural Science Core	4
HPPE Activity	1
HIS 112/202	3
MAT 131 or higher	3
DRA 102	3
<i>Total Hours</i>	<i>17</i>

Sophomore Year

<i>Fall Semester</i>	
Literature Core	3
Social Science Core	3
Religion Core	3
MIS Core or Elective	3
Required DRA	3
DRA 234/235	1
<i>Total Hours</i>	<i>16</i>

<i>Spring Semester</i>	
Humanities Core	3
Speech Core	3
Religion Core	3
B.S. Core	3
Required DRA	3
DRA 234/235	1
<i>Total Hours</i>	<i>16</i>

Junior Year

<i>Fall Semester</i>	
Applied Skills DRA	3
Required DRA	3
Required Theory/Survey DRA	3
DRA 234/235	1
General Elective/Minor	3
Upper Level Elective/Minor	3
<i>Total Hours</i>	<i>16</i>

<i>Spring Semester</i>	
Applied Skills DRA	3
Required DRA	3
Required Theory/Survey DRA	3
DRA 234/235	1
Upper Level Elective/Minor	3
<i>Total Hours</i>	<i>13</i>

Senior Year

<i>Fall Semester</i>	
Applied Skills DRA	3
Required DRA	3
Required DRA	3
DRA 234/235	1
Upper Level Elective/Minor	3
<i>Total Hours</i>	<i>13</i>

<i>Spring Semester</i>	
Applied Skills DRA	3
Required DRA	3
DRA 234/235	1
Senior Production	3
Applied Skills DRA	3
<i>Total Hours</i>	<i>13</i>

Total number of hours required **121**

Note: See catalog reference or program coordinator for degree requirements for the B.A. degree.

Dramatic Arts Minor

Required Drama Courses	12
DRA 101 Acting—An Introduction.....	3
DRA 301 Voice and Movement for the Stage.....	3
DRA 405 Directing.....	3
DRA 234 Theatre Practicum.....	3
Additional Drama Courses	9
<i>Choose from the following:</i>	
DRA 102 Acting—Scene Study.....	3
DRA 201 Acting—Advanced Scene Study.....	3
DRA 202 Acting for the Camera.....	3
DRA 302 Voice and Movement for the Stage II.....	3
DRA 305 Theatre Production.....	3
DRA 311 Performing Verse.....	3
DRA 312 Accents and Dialects.....	3
DRA 313 Stage Combat.....	3
DRA 413 Advanced Stage Combat.....	3
Total Hours Required for Minor	21

Note: DRA/ENG 131 must be taken in the core
Note: at least 12 hours must be 300 level or above.



BACHELOR OF ARTS DEGREE IN ENGLISH

Literature Emphasis

Expected Outcomes:

1. Graduates will be able to research, analyze, and articulate in writing and orally a critical response to the works of a single author.
2. Graduates will have the background and competencies to succeed in professions and/or programs of further study involving proficiency in language and writing (i.e., journalism, advertising, publishing, law, teaching, research).
3. Graduates will be prepared to enter a graduate program.

Degree Requirements **Semester Hours**

General Education Core	52-55
Required Writing & Language/Thematic Studies	15*
Writing & Language (<i>Choose from the following</i>).....	6-9
ENG 313 Advanced Composition.....	3
ENG 314 Writing for the Professions.....	3
ENG 315 Advanced Grammar.....	3
ENG 408 Playwriting.....	3
ENG 411 Linguistics.....	3
ENG 412 Creative Writing: Prose.....	3
ENG 413 Creative Writing: Poetry.....	3
ENG 414 Writing for Publication.....	3
Thematic Studies (<i>Choose from the following</i>).....	6-9
ENG 306 Ghost Story.....	3
ENG 308 Literature for Youth.....	3
ENG 421 North American Nonfiction Nature Writing.....	3
ENG 422 Southern Literature.....	3
ENG 423 Film Theory.....	3
ENG 424 Special Topics.....	3
Required Periods and Major Authors (<i>Choose from the following</i>).....	15*
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 321 Women’s Literature.....	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	3*
Capstone Course	3*
Upper-level Electives (<i>may include ENG 498 Internship</i>).....	9
Minor and/or Approved Electives	21-24
Total Number of Hours Required	121

*No grade below a “C” in an upper-level English course will count toward the degree.

BACHELOR OF ARTS DEGREE IN ENGLISH

TESOL Emphasis

Expected Outcomes:

1. Graduates will be prepared to teach English as a second language.
2. Graduates will have the background and competencies to succeed in professions and/or programs of further study involving proficiency in language and writing (i.e., journalism, advertising, publishing, law, teaching, research).
3. Graduates will be prepared to enter a graduate program.

<i>Degree Requirements</i>	<i>Semester Hours</i>
General Education Core	52-55
Required TESOL	18*
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
Required Periods and Major Authors/Thematic Studies	12*
Periods and Major Authors (<i>Choose from the following</i>)	6
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 321 Women's Literature	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
Thematic Studies (<i>Choose from the following</i>)	6
ENG 306 Ghost Story	3
ENG 308 Literature for Youth	3
ENG 421 North American Nonfiction Nature Writing	3
ENG 422 Southern Literature	3
ENG 423 Film Theory	3
ENG 424 Special Topics	3
Research Strategies	3*
Capstone Course	3*
Upper-level Electives (<i>may include ENG 498 Internship</i>)	9
Minor and/or Approved Electives	21-24
Total Number of Hours Required	121

*No grade below a "C" in an upper-level English course will count toward the degree.

BACHELOR OF ARTS DEGREE IN ENGLISH

Writing and Language Emphasis

Expected Outcomes:

1. Graduates will have the background and competencies to succeed in professions and/or programs of further study involving proficiency in language and writing (i.e., journalism, advertising, public relations, publishing, law, teaching, research).
2. Graduates will be prepared to enter a graduate program.

Degree Requirements	Semester Hours
General Education Core	52 - 55
Required Writing & Language (<i>Choose from the following</i>)	15*
ENG 313 Advanced Composition	3
ENG 314 Writing for the Professions	3
ENG 315 Advanced Grammar	3
ENG 411 Linguistics	3
ENG 408 Playwriting	3
ENG 412 Creative Writing: Prose	3
ENG 413 Creative Writing: Poetry	3
ENG 414 Writing for Publication	3
COM 320 Principles and Techniques of Public Relations Writing	3
Required Periods and Major Authors/Thematic Studies	15*
Periods and Major Authors (<i>Choose from the following</i>)	6-9
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 321 Women's Literature	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
Thematic Studies (<i>Choose from the following</i>)	6-9
ENG 306 Ghost Story	3
ENG 308 Literature for Youth	3
ENG 421 North American Nonfiction Nature Writing	3
ENG 422 Southern Literature	3
ENG 423 Film Theory	3
ENG 424 Special Topics	3
Research Strategies	3*
Capstone Course	3*
Upper-level Electives (<i>may include ENG 498 Internship</i>)	9
Minor and/or Approved Electives	21-24
Total Number of Hours Required	121

*No grade below a "C" in an upper-level English course will count toward the degree.

English Minor

Required Periods and Major Authors <i>(Choose from the following)</i>	6
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 321 Women’s Literature.....	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 <i>(may include ENG 498 Internship)</i>	3
English Electives	9
Total Hours Required for Minor	18

Note: The English Electives can be upper or lower level, but are exclusive of ENG 101 and ENG 102.

TESOL Certificate

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
Total Hours Required for Certificate	18 hours

Professional Writing Certificate

Required Courses	12
ENG 313 – Advanced Composition.....	3
ENG 314 – Writing for the Professions.....	3
ENG 315 – Advanced Grammar.....	3
ENG 414 – Writing for Publication.....	3
Additional Courses <i>(Choose from the following)</i>	6
BUS 310 – Business Communication.....	3
COM 320 – Principles and Techniques of Public Relations Writing.....	3
DRA/ENG 408 – Playwriting.....	3
ENG 411 – Linguistics.....	3
ENG 412 – Creative Writing: Prose.....	3
ENG 413 – Creative Writing: Poetry.....	3
Total Hours Required for Certificate	18 hours

Recommended Curriculum for the 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	3
Natural Science Core	4
Foreign Language	3
HIS 111/201	3
FYE 101	1
HPPE Activity	1
<i>Total Hours</i>	<i>15</i>

<i>Spring Semester</i>	
ENG 102	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	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	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>	
Capstone	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:

Graduates will be prepared:

1. To work in a variety of career fields emphasizing flexibility, broad knowledge, and critical thinking skills for the rapidly changing and diverse modern environment.
2. To enter a graduate program of further study.

Degree Requirements	Semester Hours
General Education Core	52-55
<i>Core requirements to include: Foreign Language (intermediate level) and PSY 113</i>	
Liberal Arts Major	45*
First Concentration (Humanities, Social Science, or Applied Math & Science)	27
<i>Select an area of concentration from among the following disciplines</i>	
<i>(No more than 15 hours may be taken from a single department)</i>	
<i>Humanities: Art, English, Dramatic Arts, Music, Religion</i>	
<i>Social Science: Criminal Justice, History, Psychology</i>	
<i>Applied Math & Science: Biology, Chemistry, Mathematics</i>	
Second Concentration (Humanities, Social Science, or Applied Math & Science)	12
<i>Select a second area of concentration apart from the first concentration</i>	
<i>(No more than 6 hours may be taken from a single department)</i>	
<i>Humanities: Art, English, Dramatic Arts, Media, Music, Religion</i>	
<i>Social Science: Criminal Justice, History, Psychology</i>	
<i>Applied Math & Science: Biology, Chemistry, Mathematics</i>	
Research Methodology	3
<i>Choose one the following:</i>	
ENG 320 Research Strategies.....	3
HIS 300 Historiography and Historical Method.....	3
Capstone Course	3
Minor and/or Approved Electives	21-24
Total Number of Hours Required	121

**All courses taken in the major should be upper-level (300 or 400)*

Recommended Curriculum for 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>	
ENG 101	3
Natural Science Core	4
Foreign Language	3
HIS 111/201	3
FYE 101	1
HPPE Activity	1
<i>Total Hours</i>	<i>15</i>

<i>Spring Semester</i>	
ENG 102	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
PSY 113	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 Methodology	3
Liberal Arts Major	3
Liberal Arts Major	3
Liberal Arts Major	3
General Elective/Minor	3
<i>Total Hours</i>	<i>15</i>

<i>Spring Semester</i>	
Liberal Arts Major	3
Liberal Arts Major	3
Liberal Arts Major	3
Liberal Arts Major	3
General Elective/Minor	3
<i>Total Hours</i>	<i>15</i>

Senior Year

<i>Fall Semester</i>	
Liberal Arts Major	3
Liberal Arts Major	3
Liberal Arts Major	3
Liberal Arts Major	3
General Elective/Minor	3
<i>Total Hours</i>	<i>15</i>

<i>Spring Semester</i>	
Senior Capstone	3
Liberal Arts Major	3
Liberal Arts Major	3
General Elective/Minor	3
General Elective/Minor	3
<i>Total Hours</i>	<i>15</i>

Total number of hours required **121**

BACHELOR OF ARTS IN MUSIC

General Music Emphasis

Expected Learning Outcomes:

1. Students will develop skilled musician ship as it relates to their chosen performance medium, demonstrated through applied lessons, participation in ensembles, juries and public performance.
2. Students will demonstrate musical competence, including historical, theoretical, analytical, and keyboard expertise as illustrated by the Piano Proficiency Examination, Sophomore Evaluation and Senior Capstone Project.
3. Students will establish advanced performance skills and professionalism that will enrich the cultural and aesthetic strengths of the institution and community.
4. Students will develop an E-Portfolio that will represent the student’s synthesized understanding of their undergraduate experience and serve as a presentation of materials needed for the post-graduation process.

Degree Requirements **Semester Hours**

Note: All students must successfully audition in order to be admitted into this program.

General Education Core **55**

Music Core Requirements **48**

Note: Core should include MUS 233 and foreign language (Intermediate level).

Music Core Requirements **16**

MUS 101 Music Theory 1 3

MUS 102 Music Theory 2 3

MUS 201 Music Theory 3 3

MUS 202 Music Theory 4 3

MUS 104 Musicianship Skill Lab I 1

MUS 105 Musicianship Skills Lab II 1

MUS 204 Musicianship Skills Lab III 1

MUS 205 Musicianship Skills Lab IV 1

Music History & Literature **6**

MUS 401 Music History I 3

MUS 402 Music History II 3

Required Upper-Level Courses **6**

MUS 303 Introduction to Music Technology 3

MUS 304 Conducting 3

Applied Music **12**

MUA 110-121 Applied Instrument Level I-II 2

MUA 210-221 Applied Instrument Level III-IV 2

MUA 310-321 Applied Instrument Level V-VI 2

MUA 410-421 Applied Instrument Level VII-VIII 2

MUA 161 Intro to Piano Class Piano I 1

MUA 162 Intro to Piano Class Piano II 1

MUA 261 Class Piano III 1

MUA 262 Class Piano IV 1

Note: All students enrolled in Applied Music are required to pay a \$100 practice room fee each semester.

Music Ensembles **8**

Note: Ensemble requirement may be fulfilled through College Choir, Richland Creek, Instrumental Ensemble or String Ensemble. All 8 credits must be in the same ensemble. All students enrolled in an ensemble who are not enrolled in Applied Music are required to pay a \$100 ensemble fee each semester.

MUA 171 Recital Attendance & Performance **0**

Note: Must take 8 times for 0 credit.

MUA 491 Senior Recital Capstone	0
Upper-level Music Electives (choose from)	11
MUS 302 Hymnology.....	3
MUS 305 Instrumentation and Arranging.....	3
MUS 307 Integrating Arts Across the Curriculum.....	1
MUS 311 Music and Film.....	3
MUS 313 Songwriting Workshop.....	1-3
MUS 405 Choral Literature.....	3
MUS 406 History of Musical Theater.....	3
MUS 442 American Music and American History.....	3
MUS 424 Church Music Administration.....	3
MUS 499 Selected Topics and Readings in Music.....	3
Upper-level General Electives	6
<i>Note: May include Upper-level Music Electives</i>	
Total Number of Hours Required	120

* Students must receive a grade of a C or higher in all MUS and MUA courses to count towards the degree.

*All music majors must pass the Piano Proficiency before registering for MUS 491 Senior Recital and Sophomore Evaluation prior to entering their junior year.

*Students whose major instrument is piano are required to replace the class piano sequence with Applied Voice Levels I-IV. If a student wishes to pursue an alternate instrument, it must be approved by the music program coordinator

Recommended Curriculum for Music Major General 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>		<i>Spring Semester</i>
MUS 101	3	MUS 102	3
MUS 104	1	MUS 105	1
MUS 161	1	MUS 162	1
MUS 233	3	ENG 102	3
FYE 101	1	HPPE Activity	1
ENG 101	3	Speech Core	3
Applied Instrument I	1	Applied Instrument II	1
MUA 108	0	MUA 108	0
Ensemble	1	Ensemble	1
<hr/>		<hr/>	
<i>Total Hours</i>	<i>14</i>	<i>Total Hours</i>	<i>14</i>

Sophomore Year

	<i>Fall Semester</i>		<i>Spring Semester</i>
MUS 201	3	MUS 202	3
MUS 204	1	MUS 205	1
MUS 261	1	MUA 262	1
HIS 111/201	3	HIS 112/202	3
Natural Science Core	4	Natural Science Core	4
Foreign Language Int. I	3	Foreign Language Int. II	3
MUA 108	0	MUA 108	0
Applied Instrument III	1	Applied Instrument IV	1
Ensemble	1	<u>Ensemble</u>	<u>1</u>
<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 303	3
Humanities Core	3	Mathematics Core	3
MIS Core or Elective	3	Social Science Core	3
Literature Core	3	Upper Level Music Elective	3
Upper Level Music Elective	3	Upper Level Elective	3
MUA 108	0	MUA 108	0
Applied Instrument V	1	Applied Instrument VI	1
Ensemble	1	Ensemble	1
<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>
MUS 401	3	MUS 402	3
Religion/Philosophy Core	3	MUA 491	1
Upper Level Music Elective	3	Religion/Philosophy Core	3
Upper Level Elective	3	Upper Level Music Elective	3
MUA 108	0	MUS 108	0
Applied Instrument VII	1	Applied Instrument VIII	1
Ensemble	1	Ensemble	1
<hr/>		<hr/>	
<i>Total Hours</i>	<i>14</i>	<i>Total Hours</i>	<i>12</i>

Total number of hours required **122**

BACHELOR OF ARTS IN MUSIC

Concentration in Church Music

Expected Learning Outcomes:

1. Students will develop skilled musician ship as it relates to their chosen performance medium, demonstrated through applied lessons, participation in ensembles, juries and public performance.
2. Students will demonstrate musical competence, including historical, theoretical, analytical, and keyboard expertise as illustrated by the Piano Proficiency Examination, Sophomore Evaluation and Senior Capstone Project.
3. Students will establish advanced performance skills and professionalism that will enrich the cultural and aesthetic strengths of the institution and community.
4. Students will develop an E-Portfolio that will represent the student’s synthesized understanding of their undergraduate experience and serve as a presentation of materials needed for the post-graduation process.

Degree Requirements **Semester Hours**

Note: All students must successfully audition to be admitted into this program.

General Education Core **55**

Note: Core should include MUS 233 and foreign language (intermediate level).

Music Core Requirements **48**

Music Theory & Aural Skills **16**

MUS 101 Music Theory 1	3
MUS 102 Music Theory 2	3
MUS 201 Music Theory 3	3
MUS 202 Music Theory 4	3
MUS 104 Musicianship Skill Lab I	1
MUS 105 Musicianship Skills Lab II	1
MUS 204 Musicianship Skills Lab III	1
MUS 205 Musicianship Skills Lab IV	1

Music History & Literature **6**

MUS 401 Music History I	3
MUS 402 Music History II	3

Required Upper-Level **6**

MUS 303 Introduction to Music Technology	3
MUS 304 Conducting	3

Applied Music **12**

MUA 110-121 Applied Instrument Level I-II	2
MUA 210-221 Applied Instrument Level III-IV	2
MUA 310-321 Applied Instrument Level V-VI	2
MUA 410-421 Applied Instrument Level VII-VIII	2
MUA 161 Class Piano I	1
MUA 162 Class Piano II	1
MUA 261 Class Piano III	1
MUA 262 Class Piano IV	1

Note: All students enrolled in Applied Music are required to pay a \$100 practice room fee each semester.

Music Ensembles **8**

Note: Ensemble requirement may be fulfilled through College Choir, Richland Creek, Instrumental Ensemble or String Ensemble. All 8 credits must be in the same ensemble. All students enrolled in an ensemble who are not enrolled in Applied Music will be required to pay a \$100 ensemble fee each semester.

MUA 171 Recital Attendance & Performance **0**

Note: Must take 8 times for 0 credit.

MUA 491 Senior Recital Capstone..... **0**

Required Church Music..... **20**

MUS 302 Hymnology.....3

MUS 305 Instrumentation and Arranging.....3

MUS 405 Choral Literature.....3

REL 340 Worship in Christian Community.....3

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

MUS 424 Church Music Administration.....3

MUS 498 Music Internship.....2

Total Number of Hours Required..... **123**

* Students must receive a grade of a C or higher in all MUS and MUA courses to count towards the degree.

* All music majors must pass the piano proficiency and sophomore evaluation prior to entering their junior year.

* Students whose major instrument is piano are required to replace the class piano sequence with Applied Voice Levels I-IV. If a student wishes to pursue an alternate instrument, it must be approved by the music program coordinator.

Recommended Curriculum for Music Major Concentration in Church Music

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

Freshman Year

	<i>Fall Semester</i>
MUS 101	3
MUS 104	1
MUS 161	1
MUS 233	3
FYE 101	1
ENG 101	3
Applied Instrument I	1
MUA 108	0
Ensemble	1
Total Hours	14

	<i>Spring Semester</i>
MUS 102	3
MUS 105	1
MUS 162	1
ENG 102	3
HPPE Activity	1
Speech Core	3
Applied Instrument II	1
MUA 108	0
Ensemble	1
Total Hours	14

Sophomore Year

	<i>Fall Semester</i>
MUS 201	3
MUS 204	1
MUA 261	1
HIS 111/201	3
Natural Science Core	4
Foreign Language Int. I	3
MUA 108	0
Applied Instrument III	1
Ensemble	1
Total Hours	17

	<i>Spring Semester</i>
MUS 202	3
MUS 205	1
MUA 262	1
HIS 112/202	3
Natural Science Core	4
Foreign Language Int. II	3
MUA 108	0
Applied Instrument IV	1
Ensemble	1
Total Hours	17

Junior Year

	<i>Fall Semester</i>
MUS 304	3
Humanities Core	3
MIS Core or Elective	3
Literature Core	3
Religion/Philosophy Core	2
MUA 108	0
Applied Instrument V	1
Ensemble	1
Total Hours	17

	<i>Spring Semester</i>
MUS 302	3
MUS 303	3
Mathematics Core	3
Social Science Core	3
Religion/Philosophy Core	2
MUA 108	0
Applied Instrument VI	1
Ensemble	1
Total Hours	17

Senior Year

	<i>Fall Semester</i>
MUS 305	3
MUS 401	3
MUS 491	3
MUS 498	1
Upper Level Religion Elective	3
MUA 108	0
Applied Instrument VII	1
Ensemble	1
Total Hours	15

	<i>Spring Semester</i>
MUS 402	3
MUS 424	3
MUS 491	0
MUS 498	1
Upper Level Elective	3
Upper Religion Elective	3
MUA 108	0
Applied Instrument VIII	1
Ensemble	1
Total Hours	15

Total number of hours required.....126

Music Minor

Music Theory & Aural Skills	8
MUS 104 Music Theory I.....	3
MUS 105 Music Theory II.....	3
MUS 104 Musicianship Skills Lab I.....	1
MUS 105 Musicianship Skills Lab II.....	1
Music History & Literature	6
MUS 401 Advanced Music History I.....	3
MUS 402 Advanced Music History II.....	3
Applied Music	4
MUA 110-121 Applied Instrument Level I-II.....	2
MUA 210-221 Applied Instrument Level III-IV.....	2
<i>Note: All students enrolled in Applied Music are required to pay a \$100 practice room fee each semester.</i>	
Music Ensembles	4
<i>Note: Ensemble requirement may be fulfilled through College Choir, Richland Creek, Instrumental Ensemble or String Ensemble. All 4 credits must be in the same ensemble. All students enrolled in an ensemble who are not enrolled in Applied Music are required to pay a \$100 ensemble fee each semester.</i>	
MUA 171: Recital Attendance & Performance	0
<i>Note: Must take 4 times for 0 credit</i>	
 Total Hours Required for Minor	 22



Division of Mathematics and Sciences

Division Chair – Dr. Jac Cole

Office: D. W. Johnston Center, Room 206

Telephone: (931) 363-2076 or e-mail: jcole@martinmethodist.edu

Full-Time Faculty Professors: Cole, Jackson

Associate Professors: Dorer

Assistant Professors: Aust, Belford, Chee, Hanes, Mattingly, S. Richardson, Watkins

Instructors: R. Richardson

Adjunct Faculty Combs*, Eubanks, Foster, Gilmore, Murrell, Price, 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, chemistry, 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 chemistry major prepares students to enter graduate or professional school, for teaching, and to work in a laboratory setting in industry. Students may also minor in chemistry. The mathematics major prepares students to enter graduate school, industry, mathematical modeling, or work in education. 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), Cell Biology (4 hours), and Immunology (3 hours).

Students interested in a major within the Division of Mathematics and Sciences should consult the appropriate program coordinator as listed below:

Biology – Doug Dorer;

Pre-Health Professions – Doug Dorer

Chemistry – Doug Dorer

Mathematics – Chris Mattingly

**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. Learn to develop and test hypotheses, collect and analyze data and to present the results.
2. Demonstrate an understanding of cell structure and the fundamentals of metabolism.
3. Learn to relate the structure and function of DNA and RNA to development of an organism and to heredity.
4. Demonstrate an understanding of the principles of ecology, the structures of ecosystems, and the impact of humans on ecosystems.
5. Describe the fundamentals of the evolutionary processes that lead to the diversity of organisms.
6. Explain the phylogenetic relationships among the major taxa of organisms.
7. Learn a variety of laboratory skills such as the preparation of chemical solutions, dissection, chromatography, electrophoresis, and DNA isolation and amplification

Degree Requirements	Semester Hours
General Education Core	51-56
<i>Note: The Core should include REL 241, MAT 141, CHE 111 and CHE 112</i>	
Required Chemistry Courses	8
CHE 211 Organic Chemistry I	4
CHE 212 Organic Chemistry II	4
Required Biology Courses	24
BIO 111 General Biology I	4
BIO 112 General Biology II	4
BIO 301 Genetics	4
BIO 331 Cell Biology	4
BIO 341 Ecology	4
BIO 350 Botanical Diversity	4
Biology Electives (Choose from the following)	8
BIO 201 Human Anatomy and Physiology I	4
BIO 202 Human Anatomy and Physiology II	4
BIO 261 Microbiology	4
BIO 310 Biology Seminar	2
BIO 312 Topics in Biology	3
BIO 313 Topics in Biology Lab	1
BIO 318 Conservation Biology	3
BIO 321 Parasitology	3
BIO 322 Parasitology Lab	1
BIO 399 Bioethics	3
BIO 411 Immunology	3
BIO 421 Systematic Botany	4
BIO 426 Embryology	4
CHE 411 Biochemistry	3
BIO 440 Invertebrate Zoology	4
BIO 441 Vertebrate Zoology	4
BIO 444 Independent Research	1-6
BIO 461 Comparative Anatomy	4
PSY 424 Physiological Psychology	3
Approved Electives	28-31
For the Bachelor of Arts Degree a Foreign Language is Required (intermediate level)	6
For the Bachelor of Science Degree Additional Math, Science or Social Science is Required	3-4
Total Number of Hours Required	122-125

*Note - A minimum of forty-five (45) semester hours must be earned in courses numbered 300 or above.
 Graduating seniors are required to take the major field test in biology before receiving their diploma.*

Recommended Curriculum for Biology Degree

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

Freshman Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
ENG 101	3	ENG 102	3
HIS 111/201	3	HIS 112/202	3
Behav./Soc. Sci. Core or FLG	3-4	Behav./Soc. Sci. Core or FLG	3
BIO 111	4	BIO 112	4
HPPE Activity	1	Fine Arts Core	3
FYE 101	1		
<hr/> <i>Total Hours</i>	<hr/> 15	<hr/> <i>Total Hours</i>	<hr/> 16

Sophomore Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
Speech Core	3	MAT 141	5
REL 241	3	Humanities Core	3
Literature Core	3	CHE 112	4
CHE 111	4	MIS Core or Elective	3-4
REL 101 or 102	3		
<hr/> <i>Total Hours</i>	<hr/> 16	<hr/> <i>Total Hours</i>	<hr/> 15-16

Junior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
BIO 341	4	BIO 350 or Biology Elective	4
BIO 301 or Biology Elective	3-4	Biology Elective	3-4
CHE 211	4	CHE 212	4
Upper Level Elective	3	Upper Level Elective	3
<hr/> <i>Total Hours</i>	<hr/> 14-15	<hr/> <i>Total Hours</i>	<hr/> 17-18

Senior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
BIO 301 or Biology Elective	3-4	BIO 331	4
Upper Level Elective	3-4	Biology Elective	4
Upper Level Elective	3	Upper Level Elective	3-4
Upper Level Elective	3	Upper Level Elective	3
General Elective	3		
<hr/> <i>Total Hours</i>	<hr/> 15-17	<hr/> <i>Total Hours</i>	<hr/> 14-15

Total number of hours required **122-125**

**If you can justify taking the Comprehensive Computer Literacy Exam and you pass this exam, take a 3 or 4 credit hour elective.*

Biology Minor

Biology Requirements	8
BIO 111 General Biology I.....	4
BIO 112.General Biology II.....	4
Biology Electives	12
<i>Note: The Electives must include BIO 301, BIO 331, BIO 341 or BIO 350</i>	
Total Hours Required for Minor	20

Secondary Teacher Certification: See Division of Education Requirements.



MINOR IN SUSTAINABILITY

Expected Outcomes:

Each student will be able to:

1. Define sustainability
2. Explain how sustainability relates to their lives and their values, and how their actions impact issues of sustainability
3. Be able to utilize their knowledge of sustainability to change their daily habits and consumer mentality
4. Explain how systems are interrelated – social/political/ecological/religious/environmental
5. Learn how to apply concepts of sustainability to their campus and community

Required Courses	3
Note: The Core should include either BIO111/BIO112 and/or CHE111/CHE112.	
SUST 101 Introduction to Sustainability.....	3
Upper-level Sustainability Electives	15
Total Number of Hours Required	18

An interdisciplinary minor in sustainability will be obtained as follows:

A student will take the three hour SUST 101 Introduction to Sustainability. This course will have a common syllabus and will be taught by a revolving number of faculty members. Students will then choose a minimum fifteen (15) additional hours from the courses listed below.

BIO 310 Biology Seminar- Human Impacts on the Environment.....	2
BIO 317 Marine Biology.....	4
BIO 318 Conservation Biology.....	3
BIO 341 Ecology.....	4
CHE 322 Environmental Chemistry.....	4
ENG 421 North American Nonfiction Nature Writing.....	3
HIS 430 American Environmental History.....	3
HIS 433 American Environment in Film.....	3
REL 325 Introduction to Ethics.....	3
REL 371 Christian Social Ethics.....	3
REL 391 Philosophical and Religious Perspectives on Environmentalism.....	3

Additional courses on offer will be added based on student needs and as additional programs request to offer a sustainability-based course. Special Topics courses may be included as well.

BACHELOR'S DEGREE IN CHEMISTRY

Expected Outcomes:

1. Students will be able to apply the fundamental principles of chemistry.
2. Students will demonstrate the ability to integrate the various areas of chemistry to solve complex problems.
3. Students will be able to formulate logical solutions to problems and extend problem solving skills to different situations.
4. Students will be able to execute well-designed experiments in the laboratory using a variety of laboratory skills.
5. Students will be able to effectively document experimental records, interpret experimental results and draw reasonable conclusions from their own data and that collected by outside sources.
6. Students will be able to communicate effectively through oral and written reports.
7. Students will have a working knowledge of how chemistry interacts with society.
8. Students will have the chemistry skills and knowledge to succeed in their post-graduate plans, whether in graduate school, professional school, or in industry.

<i>Degree Requirements</i>	<i>Semester Hours</i>
General Education Core	51-56
Note: The Core should include REL 241, MAT 142, PHY 241, PHY 242.	
Required Mathematics Courses	4
MAT 241 Calculus II.....	4
Required Chemistry Courses	32
CHE 111 General Chemistry I.....	4
CHE 112 General Chemistry II.....	4
CHE 211 Organic Chemistry I.....	4
CHE 212 Organic Chemistry II.....	4
CHE 311 Analytical Chemistry.....	4
CHE 421 Physical Chemistry I.....	4
CHE 422 Physical Chemistry II.....	4
CHE 411 Biochemistry.....	3
CHE 480 Seminar.....	1
Chemistry Electives (Choose from the following)	6-7
CHE 312 Instrumental Methods.....	4
CHE 322 Environmental Chemistry.....	3
CHE 395 Special Topics.....	3
CHE 498 Independent Study.....	1-3
Elective Courses for the Bachelor of Arts Degree	29*
Elective Courses for the Bachelor of Science Degree	29*
Total Number of Hours Required	122-128

*A minimum of forty-five (45) semester hours must be earned in courses numbered 300 or above.

Recommended Curriculum for Chemistry Degree

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

Freshman Year

<i>Fall Semester</i>	
ENG 101	3
Speech Core	3
HIS 111/201	3
CHE 111	4
REL 101/102	3
FYE 101	1
<hr/>	
<i>Total Hours</i>	<i>17</i>

<i>Spring Semester</i>	
ENG 102	3
HIS 112/202	3
CHE 112	4
MAT 141	5
<hr/>	
<i>Total Hours</i>	<i>15</i>

Sophomore Year

<i>Fall Semester</i>	
Literature Core	3
CHE 211	4
Fine Arts Core	3
MAT 142	5
<hr/>	
<i>Total Hours</i>	<i>15</i>

<i>Spring Semester</i>	
Humanities Core	3
CHE 212	4
MAT 241	4
REL 241	3
HPPE Activity	1
<hr/>	
<i>Total Hours</i>	<i>15</i>

Junior Year

<i>Fall Semester</i>	
CHE 311	4
Chemistry Elective	3-4
PHY 241	4
MIS Core or Elective	3
<hr/>	
<i>Total Hours</i>	<i>14-15</i>

<i>Spring Semester</i>	
Elective	3
Chemistry Elective	3-4
PHY 242	4
General Elective	3
General Elective	3
<hr/>	
<i>Total Hours</i>	<i>16-17</i>

Senior Year

<i>Fall Semester</i>	
Chemistry Elective or Elective	3-4
CHE 421	3
CHE 411	3
B.S. Core	3
General Elective	3
<hr/>	
<i>Total Hours</i>	<i>15-16</i>

<i>Spring Semester</i>	
Chemistry Elective or Elective	3-4
CHE 422	4
CHE 480	1
General Elective	3
General Elective	3
<hr/>	
<i>Total Hours</i>	<i>14-15</i>

Total number of hours required **121-124**

Minor in Chemistry

Chemistry Requirements	20
CHE 111 General Chemistry I.....	4
CHE 112 General Chemistry I.....	4
CHE 211 Organic Chemistry I.....	4
CHE 212 Organic Chemistry II.....	4
CHE 311 Analytical Chemistry.....	4
Chemistry Electives	3-4
<i>Total Hours Required for Minor</i>	23-24



BACHELOR'S DEGREE IN MATHEMATICS

Expected Outcomes:

1. Students will demonstrate a breadth of knowledge from calculus, algebra, discrete mathematics, and advanced mathematics courses.
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 mathematics.
4. Students will communicate advanced mathematical ideas in both written and oral form.

Degree Requirements **Semester Hours**

General Education Core **51-56**

Note: The Core should include MAT 142 and MIS 340, 350 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**

- 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 **34***

Elective Courses for the Bachelor of Science Degree **34***

Total Number of Hours Required **121- 126**

*A minimum of forty-five (45) semester hours must be earned in courses numbered 300 or above.

Minor in Mathematics

Mathematics Requirements **12**

- MAT 142 Calculus I 5
- MAT 241 Calculus II 4
- MAT 281 Discrete Mathematics 3

Mathematics Electives (Courses chosen from MAT 242 and above) **9**

Total Hours Required for Minor **21**

Recommended Curriculum for Mathematics Degree

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

Freshman Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
ENG 101	3	ENG 102	3
HIS 111/201	3	HIS 112/202	3
Fine Arts Core	3	REL 101 or 102	3
MAT 142	5	MAT 241	4
FYE 101	1	Social Science Core	3
<i>Total Hours</i>		<i>Total Hours</i>	
	15		16

Sophomore Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
MAT 242	4	Speech Core	3
MAT 271	1	Natural Science Core	4
Natural Science Core	4	MAT 350	3
MAT 281	3	Humanities Core	3
Literature Core	3	Religion/Philosophy Core	3
HPPE Activity	1	<i>Total Hours</i>	
<i>Total Hours</i>			16
	16		

Junior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
Mathematics Elective	3	MAT 310 or 320	3
MAT 420 or 440	3	Elective	3
Elective	3	Upper Level Elective	3
MIS 340/350/360	3	Elective	3
Elective	3	Elective	3
<i>Total Hours</i>		<i>Total Hours</i>	
	15		15

Senior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
Mathematics Elective	3	Mathematics Elective	3
Mathematics 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	MAT 491	2
MAT 490	1	<i>Total Hours</i>	
<i>Total Hours</i>			14
	16		

Total number of hours required **123**

Division of Nursing

Division Chair—Dr. Karen Ferguson

Office: Martin Hall, Division of Nursing

Telephone:(931)363-9807 or e-mail: kferguson@martinmethodist.edu

Full-Time Faculty Instructors: Catlin, Decker, Harlan, Hawkins, Lamar, Martin
Nursing Advisor: Dailey

Adjunct Faculty Hollis, Glazik, Newton, Richardson, Spivy

The mission of the Martin Methodist College Division of Nursing is to prepare nurses at the baccalaureate level of academic rigor, based on the liberal arts and sciences, who are critical thinkers, lifelong learners and leaders in the profession.

The Division of Nursing offers a Bachelor of Science in Nursing Degree. After successful completion of the pre-licensure 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). Registered Nurses and Licensed Practical Nurses pursue a plan of study specific to their level of education to earn a Bachelor of Science in Nursing degree.

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.

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 baccalaureate nursing program is to prepare graduates to practice nursing at the entry level of professional nursing.

Essential Performance Requirements

All students enrolled and progressing in the undergraduate nursing program must demonstrate the necessary performance component skills: assessment of each patient's biopsychosocial systems; data analysis to identify patient problems; planning and implementation of independent, collaborative, and interdisciplinary interventions; and evaluation of the care provided as well as the patient's responses to care. Specific observation, communication, motor, cognitive, psychosocial, and behavioral skills 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 the following performance component skills upon admission to the Division of Nursing, and maintain these essential components throughout the program:

- Manual Dexterity
- Mobility

- Patient Information Privacy
- Mathematics Competency
- Emotional Stability
- Cognitive Processing
- Critical Thinking
- Interpersonal Communication
- Clinical Requirements (see below)

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 recommended 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 or proof of negative status;
- American Heart Association (CPR) certification for the Healthcare Provider;
- A criminal background check;
- A 10 panel drug screen;
- Flu vaccination;
- Health insurance;
- Physical examinations by licensed health care provider;
- Professional liability insurance, provided by the Division of Nursing;
- Documentation of blood borne Pathogens/Standard Precautions/Universal Precautions training prior to entering the clinical experience (training provided by the Division of Nursing);
- HIPAA training (training provided by the Division of Nursing).

For specific information on how to meet these requirements, please call the Division of Nursing or request the Division of Nursing Fact Sheet by calling (931) 424-4663. Policy changes by regulatory bodies and/or 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;
- Personal transportation to and from clinical experiences;
- Health insurance, criminal background checks, and drug screens, as well as communicable disease titers and immunizations;
- Fees associated with nursing courses;
- Nursing pin and lamp purchased at graduation; and
- Fees associated with application for the NCLEX-RN.

DIVISION OF NURSING PROGRAMS

1. Pre-licensure, also called Generic, for non-licensed students
2. LPN-BSN Bridge, for LPNs (Licensed Practical Nurses)
3. RN-BSN Bridge, for RNs (Registered Nurses)

Pre-Licensure Nursing Program

The BSN can be completed in four academic years including one summer session. Students should be aware that scholarships and Pell grants are not available to pay for summer session courses, which become the responsibility of the nursing student. Nursing students should have funds available to pay for nine hours of course work in addition to fees associated with the nursing program during the required summer session. Late applications are accepted; placement of qualified candidates will be based on any openings available in the entering class. The nursing program is a full time program of study. The application deadline is March 1st of each year

LPN-BSN Bridge Nursing Program

The LPN-BSN Program can be completed in five semesters of full-time study (including one summer session). LPN-BSN students are admitted in the fall. LPN-BSN students are given 6 hours of credit for NUR 343 upon successfully completing the nursing program. The application deadline is March 1st of each year.

RN-BSN Bridge Nursing Program

The RN-BSN Program consists of six courses with the option of on-line or in the classroom for most of those. The application deadline is March 1st of each year.

ADMISSION TO THE NURSING PROGRAM (All programs: MMC students and Transfer students)

- Admission to Martin Methodist College
- Submission of a copy of all transcripts from previous colleges, universities or technical schools
- Cumulative GPA of 2.75 or higher on all college course work
- Completion of the following courses with a grade of C or better: BIO 111, 201, 202, 261, MIS requirement (210, 220, 340 or pass the computer literacy exam); ENG 101,102; PSY 113, MAT 231
- All General Education Core courses completed.
- Additional requirements of RN-BSN applicants:
 - Graduation from an accredited diploma or associate degree nursing program
 - Copy of current unencumbered registered nurse license
 - Proof as employment as an RN in a patient care delivery setting. Applicants just completing their associates or diploma program and have just obtained a nursing license are exempt from this requirement.

Please note: Applicants who successfully completed the prerequisite course work in anatomy and physiology more than five years prior to admission to the nursing program must repeat both courses in anatomy and physiology for credit.

Meeting minimum requirements does not guarantee admission.

Additional considerations for admission:

- Availability of space
- Number of course withdrawals and repetitions
- Grade improvements over time

Applicants who entered Martin Methodist College as freshmen and completed core and prerequisite courses and requirements at Martin Methodist College are given first consideration for admission.

The Admissions and Progressions Committee reserves the right to make exceptions to the admission requirements for student applicants who submit written requests that provide substantive evidence of extenuating circumstances.

Please note: 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 admission date will have their admission status withdrawn.

Students offered provisional admission to the nursing program must attend a mandatory orientation or lose their admission status.

Applicants Seeking to Transfer from another Nursing Program

Applicants who seek to transfer 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:

- One letter from a nursing faculty member who taught the applicant in his or her most recently completed semester, and
- One letter from the director/dean who can address the applicant’s academic standing in the program.
- Transfers 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 MMC 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 a 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.

Pre-licensure and LPN-BSN Progression Requirements

Nursing majors must maintain a grade point average of 2.50 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 a grade of “D/F” in a nursing course may not progress in the nursing curriculum. Students must repeat the failed course and pass successfully with a grade of “C” or better while maintaining a minimum GPA of 2.50 in order to progress into higher level clinical courses.

Standardized Testing Policy

Standardized End of Course Exams are administered at the end of each nursing clinical course. The student must achieve the benchmark score, as defined in the course syllabus, in order to successfully complete the course.

RN-BSN Progression Requirements

RN students whose cumulative GPA falls below 2.5 after completing 9 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.

Additionally, a standardized NCLEX-RN predictor exam is administered at the end of the NUR 447 Seminar course. The student must achieve the NCLEX-RN predictor standardized test benchmark score in order to successfully complete the course and the program.

Dismissal from the Nursing Program

Reasons for dismissal from the nursing program and for which readmission may not be considered include:

- Excessive class/clinical absences;
- Unsatisfactory scholastic performance;
- Earning a grade point average below 2.50 (first offense, on probation for one semester; second offense, dismissed from program);
- Earning a second “D/F” grade regardless of having successfully repeated the first course in which an initial “D/F” grade was received;
- Unprofessional conduct (e.g., breaking patient confidentiality, violating professional boundaries, creating a hostile study environment);
- 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; and/or
- Critical incidents that endanger patient safety.

Application for Readmission to the Nursing Program

- Students seeking readmission must reapply for the next academic year and must meet the current minimum grade point average of 2.75 required by the Division of Nursing.
- A nursing course in which a grade of “D” or “F” was received may be repeated only one time.
- Readmitted students are expected to meet graduation requirements in effect at the time of readmission.
- Readmission is not guaranteed to any student.

The Nursing Admissions Committee recognizes its responsibility to readmit only those students who satisfy the requirements of scholarship, health, and professional suitability for nursing.

BACHELOR OF SCIENCE IN NURSING DEGREE

Expected Outcomes:

Nursing program graduates will be prepared as generalists for entry-level practice to meet the following competency outcomes:

1. Systems Thinking. Systems theory supports critical thinking, clinical reasoning, and clinical judgment; it undergirds every decision, clinical and non-clinical, in the provision of safe patient care.
2. Professionalism. The graduate demonstrates the desire and ability to maintain the profession of nursing in a complex and changing environment as required to care for self, the patient, and society.
3. Clinical Competency. The graduate will demonstrate mastery of core nursing knowledge and clinical competency to enter into generalist nursing practice.
4. Compassionate Care. The graduate will establish meaningful, caring relationships with intentional thoughts and actions for the benefit of others and by doing so be buoyed professionally and spiritually.

Degree Requirements **Semester Hours**

General Education Core **46-49**

Note: The Core should include ENG 313 or 314, BIO 201 & 202, MAT 231, and PSY 113

Required Additional Core Courses **7-11**

BIO 111 General Biology**	4
BIO 261 Microbiology	4
PSY 211 Life-Span Growth & Development	3

Required Nursing Courses **65**

All candidates must be officially admitted to the nursing program before they may enroll in ANY 300-level nursing classes.

NUR 342 Critical Thinking	3
NUR 343 Introduction to Nursing*	6
NUR 344 Fundamentals of Nursing*	6
NUR 345 Pharmacology	3
NUR 346 Health Assessment	3
NUR 340 Pathophysiology I	3
NUR 341 Pathophysiology II	3
NUR 441 Mental Health Nursing*	4
NUR 442 Care of Obstetrics*	4
NUR 347 Adult Health Nursing I*	6
NUR 444 Adult Health Nursing II*	6
NUR 440 Care of Pediatrics*	4
NUR 443 Nursing Research	3
NUR 348 Issues & Trends in Nursing	2
NUR 445 Nursing Leadership	3
NUR 446 Community Health Nursing*	4
NUR 447 Senior Seminar	2

Total Hours Required for Graduation **118-125**

* Denotes courses with nursing simulation laboratory or clinical application/practice components.

** Students scoring below 22 on the Science ACT must enroll in BIO 111 as a prerequisite to BIO 261.

Recommended Curriculum for Nursing Majors Pre-Licensure (Generic) and LPN-BSN

FOUR YEAR PROGRAM

Freshman Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
FYE 101	1	HPPE Activity	1
ENG 101	3	ENG 102	3
HIS 111 or 201	3	HIS 112 or 202	3
Fine Arts Core	3	PSY 113	3
REL 101 or 102	3	Speech Core	3
<u>Total Hours</u>	<u>13</u>	<u>BIO 111**</u>	<u>4</u>
		<i>Total Hours</i>	<i>13-17</i>

Sophomore Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
BIO 261	4	Literature Core	3
MIS Core	3	REL course	3
MAT 231	3	PSY 211	3
BIO 201	4	ENG 313 or 314	3
<u>Total Hours</u>	<u>14</u>	<u>BIO 202</u>	<u>4</u>
		<i>Total Hours</i>	<i>16</i>

Junior Year (All candidates must be officially admitted to the nursing program before enrolling in ANY 300-level nursing classes)

<i>Fall Semester</i>		<i>Spring Semester</i>		<i>Summer Semester</i>	
NUR 343*	6	NUR 344*	6	NUR 347*	6
NUR 340	3	NUR 345	3	NUR 348	2
NUR 342	3	NUR 346	3	<u>Total Hours</u>	<u>8</u>
<u>Total Hours</u>	<u>12</u>	<u>NUR 341</u>	<u>3</u>		
		<i>Total Hours</i>	<i>15</i>		

Senior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
NUR 441*	4	NUR 444*	6
NUR 442*	4	NUR 445	3
NUR 440*	4	NUR 446	4
NUR 443	3	NUR 447	2
<u>Total Hours</u>	<u>15</u>	<u>Total Hours</u>	<u>15</u>

Total number of hours required **125**

*Denotes classes with clinical components.

** BIO 111 is prerequisite for BIO 261 for all students scoring below 22 on the Science ACT.

BACHELOR OF SCIENCE IN NURSING DEGREE RN – BSN Program

Expected Outcomes:

Nursing program graduates will be prepared as generalist for entry-level practice to meet the following competency outcomes:

1. Systems Thinking. The systems theory supports critical thinking, clinical reasoning, and clinical judgment and undergirds every decision, clinical and non-clinical, in the provision of safe patient care.
2. Professionalism. The graduate demonstrates the desire and ability to maintain the profession of nursing in a complex and changing environment as required to care for self, the patient, and society.
3. Clinical Competency. The graduate will demonstrate mastery of core nursing knowledge and clinical competency.
4. Compassionate Care. The graduate will establish meaningful caring relationships with intentional thoughts and actions for the benefit of others and by doing so is buoyed professionally and spiritually.

Degree Requirements **Semester Hours**

General Education Core **46-49**

Note: The Core should include BIO 201, 202, MAT 231, PSY 113.

Required Additional Core Courses **10**

BIO 261 Microbiology 4

PSY 211 Life-Span Growth & Development 3

ENG 313 Advanced Composition, ENG 314 Professional Writing I, or ENG 414 Professional Writing II 3

Required Nursing Courses **62****

NUR 302RN Health Assessment 3

NUR 303RN Pathophysiology 3

NUR 402RN Nursing Research 3

NUR 403RN Issues & Trends in Nursing 2

NUR 450RN Nursing Leadership 3

NUR 401RN Community Health* 4

Total Hours Required for Graduation **118-121**

** Denotes courses with nursing simulation laboratory or clinical application/practice components.*

***Upon completion of above nursing courses, students will be awarded 43 credit hours for RN courses completed under the Associate Degree.*

Division of Social Sciences

Division Chair – Ken Vickers

Office: Martin Hall, Room 207

Telephone: (931)424-7331 or e-mail: kvickers@martinmethodist.edu

Full-Time Faculty Professors: Lancaster, Vickers, Wossum-Fisher

Associate Professors: Hileman,

Assistant Professors: Bruninga, Schoeberl, Webb

Adjunct Faculty Aldridge, Arnold, Campbell, Coleman, Damron, Faulkner, Gentry, Holley-McCann, Hurt, J. Pigg, Rosson, Rutherford, Scherr, M. Wakefield

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's past and present historical and diverse cultural forms; to educate students 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, Behavioral Sciences 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 in our students, but in the community and amongst 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 Sciences major, students may choose an emphasis in Human Services and Counseling, General Psychology or an approved minor.

Within the Behavioral Sciences major, the Human Services and Counseling emphasis is an interdisciplinary major comprised of course work in psychology, sociology, and social work, and includes practicum 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 Psychology and Human Services and Counseling emphasis 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.

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

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 – Richard Schoeberl

History – Ken Vickers

Pre-Law – Ken Vickers

BACHELOR'S DEGREE IN BEHAVIORAL SCIENCES

The Behavioral Science Major offers areas of emphasis in Human Services and Counseling, and General 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 a 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/SOW 400 Research Methods and Advanced Statistics.....	3
PSY 411 History and Systems.....	3
PSY 424 Physiological Psychology.....	3
PSY/SOW 430 Senior Seminar/Capstone.....	3

Students may choose from the options designated on the following pages.

Option 1: Emphasis in Human Services and Counseling

The Human Services and Counseling 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 PSY 113 and PSY 211

Behavioral Sciences Requirements (see page 163) **24**

Required Human Services Courses **12**

SOW 201 Introduction to Human Services 3

SOW/PSY 401 Advanced Counseling 3

SOW/PSY 415 Practicum I 3

Special Focus Area: Choose from PSY 306 Disorders of Childhood and Youth, SOW 352/PSY 352 Gerontology, or

PSY 412 Addictive Behaviors 3

Electives (These are the possible electives) **9**

SOC 211 Principles of Sociology 3

SOC 212 Social Problems 3

SOC 312 or SOW 312 Marriage and Family 3

SOW 220 Human Services Administration 3

SOW 311 or PSY 311 Intervention Methods I 3

SOW 352 or PSY 352 Gerontology 3

SOW 410 or PSY 410 Intervention Methods II 3

SOW 425 or PSY 425 Practicum II 3-9

SOW 498 or PSY 498 Internship 1-12

SOW 499 or PSY 499 Topics 3

PSY 306 Disorders of Childhood and Youth 3

PSY 320 Theories of Personality 3

PSY 360 Industrial/Organizational Psychology 3

PSY 412 Addiction 3

PSY 350 or CJ 350 Study of Deviant Behavior 3

CJ 310 Criminology 3

CJ 315 Victimology 3

CJ 325 Juvenile Justice 3

* No grade below a "C" in Behavioral Science courses can count toward the degree.

* A foreign language is highly recommended, particularly Spanish.

Electives **21-24**

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
<i>Note: The Core should include PSY 113 and PSY 211</i>	
Behavioral Sciences Requirements (see page 163).....	24
Required Upper-level Psychology Courses	9
PSY 320 Theories of Personality.....	3
PSY 370 Learning and Cognition.....	3
PSY 365 Social Psychology.....	3
Electives	33-36*
<i>Only six elective hours may be practicums. Practicum hours are pass/fail.</i>	
Total Number of Hours Required	121

Students may declare a minor with 18 hours in another discipline. Advanced Counseling is recommended.

* No grade below a "C" in Behavioral Science courses can count toward the degree.

*At least 12 hours of electives must be upper level.



Recommended Curriculum for Behavioral Sciences Degree

It is the student's responsibility to contact the program coordinators for current requirements, course availability, transfer information, and advising assistance.

Freshman Year

<i>Fall Semester</i>	
ENG 101	3
Natural Science Core	4
MAT 131 or higher	3
HIS 111	3
PSY 113	3
FYE 101	1
<i>Total Hours</i>	<i>17</i>

<i>Spring Semester</i>	
ENG 102	3
Natural Science Core	4
REL 101 or 102	3
HIS 112 or 202	3
PSY 211	3
HPPE Activity	1
<i>Total Hours</i>	<i>17</i>

Sophomore Year

<i>Fall Semester</i>	
Literature Core	3
Religion/Philosophy Core	3
Speech Core	3
PSY 331	3
Fine Arts Core	3
<i>Total Hours</i>	<i>15</i>

<i>Spring Semester</i>	
Humanities Core	3
Elective	3
PSY 351	3
MIS Core or Elective	3
General Elective	3
<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**



Minor in Behavioral Sciences

Course Requirements.....	Hours
Option I: Elementary Education K-6.....	19
PSY 113 General Psychology.....	3
PSY 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 113 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.....	21
PSY 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

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 Requirements	Semester Hours
General Education Core	49-53
<i>Note: The Core should include MAT131 or higher, PSY113, MAT231 or PSY331, and ID 470.</i>	
Required Criminal Justice Courses	33*
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
CJ 499 Criminal Justice Capstone	3
Electives in Criminal Justice (Choose from the following)	15*
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 430 Law of Evidence	3
CJ 445 Terrorism	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 (Choose from the following)	18
PSY 211, PSY 311, PSY 320, PSY 321, PSY 331, PSY 351, PSY 353, PSY 365, PSY 341, PSY 401, PSY 412, PSY 415, PSY 424, POLS/HIS 222	
Management Information Systems Track (Choose from the following)	18
MIS 210, MIS 220, MIS 340, MIS 410, MIS 440, MIS 450, MIS 470, MIS 475	
General Electives	2-6
Total Number of Hours Required	121

*No grade below a "C" in Criminal Justice classes can count toward the degree.

Minor in Criminal Justice

CJ Requirements	21
CJ 215 Introduction to Criminal Justice.....	3
CJ 301 Law Enforcement.....	3
CJ 305 Criminal Investigations.....	3
CJ 310 Criminology.....	3
CJ 405 Criminal Law.....	3
CJ 410 Constitutional Law.....	3
CJ 455 Digital Crime Replication.....	3
Total Hours Required for Minor	21

Minor in Criminal Justice with a Legal Emphasis

CJ Requirements	21
CJ 215 Introduction to Criminal Justice.....	3
CJ 305 Criminal Investigations.....	3
CJ 330 Professional Ethics.....	3
CJ 405 Criminal Law.....	3
CJ 410 Constitutional Law.....	3
CJ 415 Criminal Procedure.....	3
CJ 430 Laws of Evidence.....	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, transfer information, and advising assistance.

Freshman Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
ENG 101	3	ENG 102	3
REL 101 or 102	3	Religion/Philosophy Core	3
HIS 111 or 201	3	HIS 112 or 202	3
Fine Arts Core	3	MAT 131 or higher	3
MIS Core or Elective	3	PSY 113	3
FYE 101	1	HPPE Activity	1
<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
CJ 215	3	CJ 301	3
MAT 231 or PSY 331	3	CJ 305	3
PSY/MIS Elective	3	PSY/MIS Elective	3
<i>Total Hours</i>	<i>16</i>	<i>Total Hours</i>	<i>16</i>

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
<i>Total Hours</i>	<i>15</i>	<i>Total Hours</i>	<i>15</i>

Senior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
General Elective	3	CJ 440	3
CJ Elective	3	CJ 405	3
CJ Elective	3	PSY/MIS Elective	3
PSY/MIS Elective	3	CJ 499	3
CJ Elective	3		
<i>Total Hours</i>	<i>15</i>	<i>Total Hours</i>	<i>12</i>

Total number of hours required **121**

BACHELOR'S DEGREE IN HISTORY

Expected Outcomes:

1. Students will demonstrate knowledge of fundamental themes and narratives in history.
2. Students will demonstrate a grasp of the historical method by conducting original research.
3. Students will demonstrate the ability to communicate historical knowledge and explanations to others.

Degree Requirements	Semester Hours
General Education Core	49-52
<i>Note: The Core should include HIS 111, HIS 112, MAT 131 or 171, SOC 211, and PSY 113</i>	
Additional General Courses	6
HIS/POL 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 Method	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*
<i>Note: Six (6) elective hours must be in non-U.S. courses</i>	
HIS 320 Ancient Greece and Rome	3
HIS 321 Early Medieval Europe, 395-1000	3
HIS 323 High Middle Ages, 1000-1400	3
HIS 333 The French Revolution and Napoleon	3
HIS 338 Europe, 1914-1945	3
HIS 350 Jeffersonian and Jacksonian America	3
HIS 370 The United States since 1945	3
HIS 418 Latin America	3
HIS 425 The American West	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 470 History of Gender	3
HIS 480 Readings in History	3
HIS 499 Special Topics in History	3
Minor and/or General Electives	24-27
<i>Note: A minimum of 12 minor and/or general elective hours must be 300 or above</i>	
Total Number of Hours Required	121

**No grade below a "C" in History classes can count toward the degree.*

See catalog reference or program coordinator for degree requirements for either B.A. or B.S. degree

Recommended Curriculum for History Degree

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

Freshman Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
ENG 101	3	ENG 102	3
Natural Science Core	4	Natural Science Core	4
HIS 111 or 201	3	HIS 112 or 202	3
MAT 131 or higher	3	Speech Core	3
FYE 101	1	MIS Core or Elective	3
HPPE Activity	1		
<hr/> <i>Total Hours</i>	<hr/> 15	<hr/> <i>Total Hours</i>	<hr/> 16

Sophomore Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
Literature Core	3	Humanities Core	3
HIS 201 or 111	3	HIS 201 or 111	3
HIS 241	3	Fine Arts Core	3
REL 101/102	3	Religion/Philosophy Core	3
HIS 221	3	HIS 300	3
<hr/> <i>Total Hours</i>	<hr/> 15	<hr/> <i>Total Hours</i>	<hr/> 15

Junior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
HIS 324	3	HIS 408	3
History Elective	3	History Elective	3
History Elective	3	History Elective	3
Elective	3	Elective	3
Elective	3-4	Elective	3-4
<hr/> <i>Total Hours</i>	<hr/> 15-16	<hr/> <i>Total Hours</i>	<hr/> 15-16

Senior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
HIS 435	3	HIS 495	3
HIS 465	3	History Elective	3
Upper Level Elective	3	Upper Level Elective	3
Upper Level Elective	3	Upper Level Elective	3
PSY 113	3	SOC 211	3
<hr/> <i>Total Hours</i>	<hr/> 15	<hr/> <i>Total Hours</i>	<hr/> 15

Total number of hours required **121-123**

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.

Minor in History

Required Courses	9
<i>Note: The General Core should include HIS 111 and 112</i>	
HIS 201-202 History of the United States.....	6
HIS 300 Historiography and Historical Method.....	3
Upper-Level History Electives (<i>chose from courses offered</i>).....	9
Total Hours Required for Minor	18

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 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)

History/Political Science

- HIS/POL 221 – American Government

Management Information System

- MIS 110, 220 – Computer Literacy I, II (3-6 hours)

Mathematics

- MAT 213 – Mathematics for Management and Social Science (3 hours)

Psychology

- PSY 113 – 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 usually taken only by graduate students are numbered at the 500 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 towards 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.

Terms Courses Are Offered

The term when each course is normally 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 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 Program, please consult the Evening 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 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. Offered on demand.*

ART 131 — Studio Ceramics 3 hours credit

This is an investigation of the basics of hand building, wheel throwing, and firing. *Fall*

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. *Offered on demand.*

ART 142 — Computer Graphics 3 hours credit

This course is designed to teach students layout and design techniques using the computer. Adobe PhotoShop, Power Point, and the digital camera will be used in the course. Students will learn how to use Photo Shop to enhance, manipulate and restore photographs, along with Power Point to develop visual presentations. *Offered on demand.*

ART 211 — Drawing I 3 hours credit

This course emphasizes the materials and techniques of drawing. *Fall, odd-numbered years.*

ART 212 — Drawing II 3 hours credit

A continuation of Drawing I, this course emphasizes figure drawing. *Prerequisites: Drawing I. Fall, odd-numbered years.*

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, and adding motion to the models. *Offered on demand.*

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. Fall.*

ART 251 — Studio Painting 3 hours credit

This is an introduction to painting and the development of various painting techniques. *Spring.*

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: Fall and Spring.*

ART 331 — Ceramics III 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. Fall.*

ART350 — 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. *Prerequisites: ART 251. Spring.*

ART 351 — Principles of Art Therapy**3 hours credit**

This course involves an investigation of the origin, history, and major theoretical trends in the therapeutic field of art therapy. *Prerequisites: ART 111, 131, 251, and PSY 211, 320, and 351. Offered on demand.*

ART 401 — Art Research and Practicum**3 hours credit**

On-site experience creating art and researching the history of an area designated by instructor. *Prerequisite—permission of the instructor.*

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. Fall.*

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 structure, the principles of metabolism, and genetics. This course includes three (3) hours of lecture and two (2) hours of laboratory each week. *Fall.*

BIO 112 — General Biology II**4 hours credit**

This course examines the principles of evolution, taxonomy and the six kingdoms of living organisms, structural and physiological adaptations of plants and animals, and ecology. This course includes three (3) hours of lecture and two (2) hours of laboratory each week. *Prerequisite: BIO 111. Spring.*

BIO 114 — General Biology for Elementary Education Licensure**4 hours credit**

This course introduces elementary education students to the concepts of general biology that meet the standards required by the Tennessee State Board of Education. These concepts include scientific method, cell structure and function, ecology and the structure of ecosystems, photosynthesis, aerobic respiration, genetics and the principles of inheritance, taxonomy and cladistics, and the principles of evolution. This course includes three (3) hours of lecture and two (2) hours of laboratory each week. *Fall days and Spring night session 1. This course is limited to Elementary Education students.*

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, the 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 Fall, 202 Spring. Completion of 201 is recommended for 202.*

BIO 231 — Nutrition**3 hours credit**

This course covers the digestion, absorption, and transport of nutrients; functions and dietary requirements of the various nutrients; food chemistry, energetics, metabolism; some health issues related to nutrition; and nutritional needs specific to different life-styles, and stages in the life-cycle. *Spring.*

BIO 261 — 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, plus viruses and viral diseases of humans are the main focus of the course. The pathogenesis and epidemiology of infectious diseases are also examined. 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. *Fall and 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 — 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, and on demand.*

BIO 312 — Topics in Biology**3 hours credit**

This course will cover an area of advanced biology of interest to the instructor and the students. Simultaneous registration in BIO 313 may be required. This course may be repeated for credit with the permission of the biology program. *Prerequisites: BIO 111, 112. Additional prerequisites may also be required depending on the topic. Offered on demand.*

BIO 313 — Topics in Biology Lab**1 hour credit**

This laboratory section may be required for enrollment in BIO 312. *Prerequisites: BIO 111, 112. Additional prerequisites may also be required depending on the topic. Offered on demand.*

BIO 318 — Conservation Biology**3 hours credit**

This class will investigate the role of human impacts on the environment and human health and how that may be mitigated by better regulation of natural resources. It also involves a service learning component where students will survey local streams and lead a creek clean-up event. *Prerequisites: BIO 111, 112. Spring, even-numbered years, and on-demand.*

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. Biology majors are encouraged to take the parasitology laboratory class. *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 takes a close look at biological macromolecules, membranes, and experimental methods. 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 350 — Botanical Diversity**4 hours credit**

This course involves a survey of algae, fungi, and plants including comparative studies of structure, reproduction, evolution, ecology, and economic importance. The course includes three (3) hours of lecture and three (3) hours of laboratory each week. *Prerequisites: Bio 111, 112. 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 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 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 of the instructor: Fall and Spring.*

BIO 411 — Immunology**3 hours credit**

This course examines the components of the innate and adaptive immune systems. The students will learn how the body identifies foreign invaders and responds to rid itself of infection. Topics include: the production of B-and T-cell receptors for antigen recognition, the maturation and differentiation of leukocytes, and the cell-cell signaling that occurs in a coordinated immune response. The emphasis will be on human health with special consideration given to the consequences of failures of the immune system. *Prerequisites: BIO 111-112. Fall, odd-numbered years, and on demand.*

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 440 — Invertebrate Zoology**4 hours credit**

This course examines the diversity of aquatic and terrestrial invertebrates, which compose over 95% of the species of animals on earth. Students will primarily gain a survey of all the invertebrate phyla, with emphasis on morphology, internal anatomy, systematics, evolution, and ecology. The laboratory will include “hands-on” examination of specimens from various phyla, student dissections, and individual collections of invertebrates by students. *Pre-requisites: BIO 111-112. Spring, even-numbered years.*

BIO 441— Vertebrate Zoology**4 hours credit**

This course examines the diversity of aquatic and terrestrial vertebrates. Students will primarily gain a survey of basic classification and identification, with emphasis on biology, morphology, anatomy, systematics, evolution, and ecology. The laboratory will include “hands-on” examination of specimens from Phylum Chordata. *Pre-requisites: BIO 111-112. Spring, odd-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. *Prerequisite: Permission of the Instructor. 1-3 hours credit per term with a 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 231) 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, Spring and Summer.*

BUS 200 — Economic Concepts and Applications (Also listed as EDU 200)**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 I & II**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 Fall and BUS 202 Spring.*

BUS 221, 222 — Principles of Accounting I & II**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. *Prerequisites: BUS 101, 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 101, 201, 202, 221 and 222, MIS 210. 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 one's own performance, working with others, and problem solving. BUS 305 is designed to develop strong people management skills, team development, performance skills and effective delegation skills. *Prerequisites BUS 101, 201, 202, 221, and 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 101, 201, 202, 221 and 222, MIS 210. Fall and Spring.*

BUS 307 (H) — 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

A review of the theory and processes and applications of oral presentations and written business communication, this course emphasizes the general functions of business communication and composition of effective positive, persuasive, and negative messages as well as employment documents. The study of verbal and nonverbal communication, combined with the development of positive listening skills, will be utilized to enhance effective leadership abilities in a global society. *Prerequisites: ENG 101, 102 and GE Computer Literacy. 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 BUS311 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 apply newly acquired knowledge to real-world situations as well as test critical-thinking skills. This course has a required laboratory. *Prerequisites: MIS 110, BUS 101, 201, 202, 221 and 222. Fall, Spring, Summer: on-line.*

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 101, 201, 202, 221, 222 with a minimum grade of "C", MIS 210 and MAT 231. Fall evening and Spring.*

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 101, 201, 202, 221 and 222 and MIS 210. Fall on-line 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. *Prerequisites: BUS 101, 201, 202, 221, 222, 306 and 330 and MIS 210. Fall day and on-line.*

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 101, 201, 202, 221 and 222 and MIS 210. Fall day and on-line, Spring.*

BUS 399 — Professional Etiquette (also listed as ID 399)**2 hours credit**

Good social skills are essential to professional success. Knowing how to behave in a wide variety of professional settings not only makes you a more pleasant, confident, and enjoyable person to work with, it also provides you with tools for building solid, productive relationships with associates for achieving company goals. The course in business etiquette is a course for students to not only learn the rules for becoming valued members of a team but also to become sensitive to cultural differences within an ever expanding global economy. *Prerequisite: Upper Division Status. Offered on demand.*

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 BUS 101, 201, 202, 221, 222, 330, MIS 210 or permission of the instructor. Spring*

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 101, 201, 202, 203, 221, 222, 306 and 330 and MIS 210. 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 day and on-line.*

BUS 431 — Sales Management**3 hours credit**

This course examines professional selling in the business-to-business context, including Buyer Behavior, Value Creation and Communication, Ethical Issues in Sales, Sales Technology, Prospecting and Call Planning, Communicating and Negotiating the Sale, Salesperson Performance and Motivation, Recruiting and Training Salespeople, Sales Compensation, and Global Issues in

Selling. *Prerequisites: BUS 306 and 330. Fall.*

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 101, 201, 202, 221, 222, and 330, MIS 210. 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 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. Fall.*

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 101, 201, 202, 221, 222, and 330 and MIS 210. Fall.*

BUS 435 — New Venture Creation and Development

3 hours credit

This course is a study of new venture formation. The process of business formation from creative concept to implementation is central to the study with a focus that emphasizes actually launching a venture. Business modeling is the course core, and it is related to business functions and the marketplace. A student who successfully completes this course with a grade of "C" or better in the Entrepreneurship Certificate program may apply it toward the B.B.A. degree. *Prerequisite: BUS 306 and BUS 330 Fall.*

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 101, 201, 202, 221, 222, 306 and 330 and MAT 213, 231. 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 and MIS 110. Spring, alternate years.*

BUS 452 — Governmental and Non-Profit Accounting

3 hours credit

The first portion of this course covers the specialized accounting for state and local governments, including fund accounting, budgeting, and resulting financial statements. The balance of the course covers internal accounting and financial reporting by non-profit entities. *Prerequisite: BUS 311. Offered on demand.*

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; BUS 101, 201, 202, 221, 222, 302, 306, 320, 330, 340 and 350, MIS 210, MAT 213, 231. This course is normally taken in the last semester before graduation. Fall and Spring.*

BUS 498 — Business Internship**3 hours credit**

This course involves productive, contributing application of studies in one or more off-campus settings. A portfolio of activities and learning experiences endorsed by the mentor in the setting is required and is provided by the student. *Prerequisites: Junior standing, a minimum grade point average of 2.5, advisor approval of intern assignment, current resume, and application for position. Offered on demand.*

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 instructor and the division chair is required before registration. *Prerequisite: Senior classification. Offered on demand.*

BUSINESS — Graduate Courses**BUS 501 — Negotiations****1 hour credit**

This course utilizes the Interest-Based Negotiations framework in the contexts of both distributive and integrative negotiating situations. Students learn key concepts such as BATNA, ZOPA, and creating value through trades, and develop effective negotiating processes from planning to table tactics.

BUS 502 — Supervision**1 hour credit**

This course focuses on the skills needed for effective management of direct report personnel, regardless of their level in the corporation. The course covers topics such as goal setting and coaching, motivating, resolving interpersonal conflict, dealing with difficult employees, and dealing with diversity.

BUS 503 — Leadership**1 hour credit**

The purpose of this course is to help students develop key leadership interpersonal skills. Required skills include self-awareness about preferred leadership styles, influencing others, negotiating and managing conflict, understanding authentic and ethical leadership, and understanding how to delegate effectively. This course prepares current and future managers to be effective leaders by helping them develop effective interpersonal skills.

BUS 510 — Organizational Behavior and Management 3 hours credit

This course is a study of interpersonal and group dynamics in an organizational context. Topics include team and work group development, motivation, interpersonal influence, organizational processes, and organizational design, change, and innovation.

BUS 512 — Financial Statement Analysis**3 hours credit**

The course is concerned with the study and application of accounting concepts in relation to planning and control of business operations. The course will provide an overview of financial accounting, which is accounting for the purpose of providing information to external parties such as regulators, investors, and creditors. The differences between GAAP and IFRS will be included in this segment of the course. The course will focus on managerial accounting, which is the use of accounting and other data for internal use such as evaluating decision alternatives, evaluating the performance of the business, and evaluating

managers and employees to achieve goal congruence. Quantitative techniques and behavioral impact of accounting systems will be included. *Summer evening.*

BUS 514 — Marketing Management

3 hours credit

In addition to a textbook, this course uses cases and readings to develop a systematic understanding of marketing concepts, including customer value, market segmentation, market selection, product development, pricing, marketing communications, selling, distribution, and customer relationship management. Our primary focus will be developing managerial skills, with a strong bias toward evidence-based analysis, decision, and action planning. *Summer evening.*

BUS 520 — Corporate Finance

3 hours credit

In addition to a textbook, This course uses cases and readings to develop fundamental understanding of the principles, analytical tools, and knowledge needed to make good investment and financing decisions. The course introduces students to finance ratios, forecasting methods, capital structure theory, and risk-return analysis and then asks them to apply these concepts from a managerial decision-making perspective. Subjects covered include: asset management; cash management; capital structure; cost of capital; dividend theory, investments; risk management; real options; financial strategy formulation; and valuation. *Spring evening*

BUS 522 — Global Business

3 hours credit

This course is a study of the integration of domestic corporate business within the international environment. Topics of study include: globalization, national differences in political economy, political economy and economic development, differences in culture, ethics in international business, international trade theory, the political economy of international trade, foreign direct investment, regional economic integration, the foreign exchange market, the international monetary system, the global capital market, the strategy of international business, the organization of international business, entry strategy and strategic alliances, exporting, importing, and countertrade, production, outsourcing and logistics, global marketing and R&D, global human resource management, and accounting and finance in international business

BUS 525 — Business Research Methods

3 hours credit

This course is a study of the research industry, the design of business research, sources and collection of industry and competitive data, along with the analysis and presentation of data.

BUS 530 — Production Operations

3 hours credit

This course is a study of modern production operations and planning methodologies, including transportation, quality management, statistical process control, capacity planning, outsourcing, warehousing, and compliance standards. Project management topics including PERT, critical path scheduling, and cost models are also covered.

BUS 532 — Human Resource Management

3 hours credit

This course examines planning, recruitment, selection, training, motivation, retention and supervision of persons expected to fill specialized positions in service organizations which forms the core of the course. Issues include legal and regulatory issues, job qualifications, job descriptions, job benefits, group development and performance, organizational culture and external influences.

BUS 590 — Strategy Capstone

3 hours credit

This course is a study of guiding a corporation through the competitive and regulatory environments while accomplishing corporate long term growth and profitability. Topics of discussion and analysis include strategic analysis, creating competitive advantages, analyzing the external environment of the firm, assessing the internal environment of the firm, recognizing a firm's intellectual assets, business-level strategy, creating and sustaining competitive advantages. corporate-level strategy, creating value through diversification, international strategy, creating value in global markets, entrepreneurial strategy and competitive dynamics, strategic control and corporate governance, creating effective organizational designs, strategic leadership, creating a learning organization and an ethical organization, managing innovation, and fostering corporate entrepreneurship. Successful completion of capstones is required for graduation.

CHEMISTRY

CHE 111 — General Chemistry I

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. The course includes three hours of lecture and a three-hour laboratory period each week. *Prerequisite: Completion of Math 131 College Algebra or ACT Math Score of at least 20. Fall.*

CHE 112 — General Chemistry II

4 hours credit

This course is a continuation of CHE 111. Topics include properties of solutions, chemical equilibria, kinetics, and electrochemistry. There are three hours of lecture and a three-hour laboratory each week. *Prerequisite CHE 111. Spring.*

CHE 211 — Organic Chemistry I

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. Course work includes three hours of lecture and a three-hour laboratory period each week. *Prerequisite: CHE 112. Fall*

CHE 212 — Organic Chemistry II

4 hours credit

A continuation of CHE 211, 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. Course work includes three hours of lecture and a three-hour laboratory period each week. *Prerequisite: CHE 211. 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. Three hours lecture and one three-hour laboratory each week. *Prerequisites: CHE 111 and CHE 112 with a grade of "C" or higher. Fall.*

CHE 312 — Instrumental Methods

4 hours credit

A study of the theory and application of modern instrumental techniques of chemical analysis, this course includes three hours of lecture and a three-hour laboratory per week. The laboratory work will illustrate the use of these instruments in modern chemistry. *Prerequisites: CHE 311. Spring, even-numbered years.*

CHE 322 — Environmental Chemistry

3 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). The course involves three hours lecture each week. *Prerequisites: CHE 111 and 112. Completion of CHE 211 recommended, but not required. Fall, even-numbered years.*

CHE 395 — Special Topics

3 hours credit

This is a course for advanced students in chemistry covering such areas as forensic chemistry, polymer chemistry, symmetry and group theory, and topics in advanced organic chemistry. Offered only upon sufficient demand and availability of staff. This course includes three hours of lecture per week. *Faculty approval required. Spring, odd-numbered years.*

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. The course requires three hours of lecture. *Prerequisites: CHE 211 and 212. Fall.*

CHE 421 — Physical Chemistry I**4 hours credit**

This course will include a rigorous treatment of the first, second, and third laws of thermodynamics; applications to gases, liquids, solutions, and phase equilibria; kinetic theory of gases; and an introduction to kinetics. Other topics may be included at the instructor's discretion. This course includes three hours of lecture and a three-hour laboratory per week. *Prerequisites: MAT 142, CHE 112, PHY 241, Co-requisite: MAT 241, Fall, odd-numbered years.*

CHE 422 — Physical Chemistry II**4 hours credit**

This course will include an introduction to quantum mechanics, including exactly solvable problems as well as many electron systems and approximate methods; chemical bonding and electronic structure of molecules; rotational, vibrational, and electronic spectroscopy; molecular symmetry. Other topics may be included at the instructor's discretion. This course includes three hours of lecture and a three-hour laboratory per week. *Prerequisites: CHE 421. Spring, even-numbered years.*

CHE 480 — Seminar**1 hour credit**

This is a one hour literature seminar course which includes an oral presentation and written report with abstract and cited references. *Required of all majors. Requires junior or senior standing. Spring.*

CHE 498 — Independent Study**1-3 hours credit**

An independent study designed for specialized work including research or seminars not covered by regular courses for advanced students who have shown themselves capable of independent study, this course can be repeated, though only 3 hours can count toward chemistry electives. *Faculty approval required.*

COMMUNICATION**COM 121 — Fundamentals of Communication****3 hours credit**

This is an introductory course to give students an opportunity to understand and improve basic communication skills. The course considers mass and interpersonal communication history as well as communication application through speeches, group presentations, and persuasive digital projects. *Fall and Spring.*

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.*

COMM 320 — Principles and Techniques of Public Relations Writing**3 hours credit**

This course will cover basic theories and practices in public relations as a communications tool of business, government, religious and non-profit corporations. After a theoretical baseline is gained, attention will be given to writing for public relations, copy dissemination, media use and media network design. Techniques covered will range across internal and external media, print, and web/social media platforms. *Prerequisite: ENG 101 and 102 with a "C" or higher. Spring.*

COM 499 — Special Topics In Communication**3 hours credit**

This course includes selected topics, readings, and projects related to advanced application of the communication process. Seminar format. May be dual listed with other advanced courses with division chair approval. *Prerequisite: Permission of instructor.*

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. *Prerequisite: CJ 215 or permission of instructor. 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 the organization and management of the investigation process including evidence processing, interrogation, and expert testimony accounts. The course will include the applications of various techniques in interviewing and interrogation through mock crime scenarios, and the processing of a mock crime scene. *Prerequisite: CJ 215 or permission of instructor. Fall.*

CJ 310 — Criminology

3 hours credit

This course is an examination of the field of criminology, including theories of crime, criminality and causation. *Prerequisite: CJ 215 or permission of instructor. 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. *Prerequisite: CJ 215, PSY 111, or SOC 211, or permission of instructor. Spring.*

CJ 320 — Corrections

3 hours credit

This course 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. The course addresses and places an emphasis on practices and dilemmas in 21st Century Corrections at the local, state, and federal levels. *Prerequisite: CJ 215 or permission of instructor. 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. *Prerequisite: CJ 215 or permission of instructor. 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. 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. Emphasis is placed on the legal liabilities, both civil and criminal, for practitioners in the enforcement and corrections fields. *Prerequisite: CJ 215 or permission of instructor. 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 the 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. *Prerequisite: CJ 215 or permission of instructor. 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. *Prerequisite: CJ 215 or permission of instructor. Spring.*

CJ 375 — 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. *Prerequisite: CJ 215 or permission of instructor. 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. *Prerequisite: CJ 215 or permission of instructor. 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. The class includes discussions of specific crimes of common law, in-state, and national statutes. *Prerequisite: CJ 215 or permission of instructor. 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. *Prerequisite: CJ 215 or permission of instructor. Spring.*

CJ 415 — Criminal Procedure

3 hours credit

The 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. *Prerequisite: CJ 215 or permission of instructor. Fall.*

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 or permission of instructor. Spring*

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. *Prerequisite: CJ 215 or permission of instructor. Spring.*

CJ 445 — Terrorism**3 hours credit**

The course surveys historical and current practices of terrorist groups from a national and international perspective. Activities examined in this course include biological, chemical, nuclear, and cyber-terrorism, including identification and classification of terrorist organizations, violent political groups and issue-oriented militant movements. Behavioral characteristics and radicalization of terrorists across the span of several terrorists groups will be examined as well as social and religious characteristics of these groups, both domestic and international. *Prerequisite: CJ 215, CJ 305, or permission of instructor. 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 developing a literature review regarding the area and formulating a hypothesis from the review. *This course can be taken only once and 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 research in special areas of interest in the field of criminal justice arising from their hypothesis developed during CJ 450. *The course can 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 the 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 purposes and courtroom presentations. The use of digital technology will also be taught in areas such as restoration of poor or damaged evidence, photorestoration, and facial construction/reconstruction. *Prerequisite: CJ 215, CJ 305. Spring*

CJ/PSY 460 — Psychology and the Law**3 hours credit**

This course provides insight into psychology and the law as a legally relevant science and practice of psychology. While the course's emphasis is on psychological science and practice, it also addresses the legal history of many key topics, and presents the current status of relevant theories and court decisions. *Prerequisites: PSY 113, CJ 215, or permission of instructor.*

CJ 485 — Internship**3 – 6 hours credit**

The student intern works in field operations with a qualified criminal justice agency. This course is offered by permission of the instructor and with approved supervision. The internship may include a police organization, probation, parole, corrections, U.S. Marshal's Service, and other criminal justice organizations.

CJ 499 — Criminal Justice Capstone**3 hours credit**

This course will consist of an investigation of a crime scene to include any and all skills associated with crime scene investigation, report writing, search warrant writing and service, testimony in written and oral examination, evidence preservation, management skills in team investigation, criminal and constitutional laws, and ant and all forensic skills taught during the criminal justice program. The course is designed so the student will utilize the knowledge and skills acquired during the program of study. Successful completion of Capstone is required before graduation. *Prerequisite: senior standing.*

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. This course 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 102. Every second Fall.*

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 102. Every second Spring.*

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. Fall and Spring.*

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 DRA 131. Offered on demand.*

DRA 300 — 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. *Every third Spring.*

DRA 305 — Modern Drama (Also Listed as ENG 305)

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 and at least one semester of Literature.*

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. *Every third Fall.*

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 artist. 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 102 and 131. Every third Spring.*

DRA 402 — Shakespeare (Also Listed as ENG 402)**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 and at least one semester of Literature. Fall, alternate years.*

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 a one-act play that will be open to the public. *Prerequisites: DRA 102 and 131. Every second Fall.*

DRA 406 — History of Musical Theater (also listed at 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. *Prerequisite: MUS 231. Spring, even-numbered years.*

DRA 407 — Screenwriting (Also listed as ENG 407)**3 hours credit**

This course introduces students to the craft of writing for the screen, with a concentration on screenplays for feature film. Emphases include format, character, story development, and a practical understanding of the film business. The course includes an examination of the work of successful screenwriters, and possible avenues to production. Students will write a screenplay. *Prerequisites: DRA 102, DRA/ENG 423.*

DRA 408 — Playwriting (Also listed as ENG 408)**3 hours credit**

This course introduces students to the craft of writing for the stage, from the inception of an idea to the printed page. Emphases include format, character, and story development. The course includes an examination of the work of successful playwrights, a practical introduction to getting work produced, and a look at the current climate for producing new work in the American theatre. Students will write a play. *Prerequisites: DRA 102 and 131. Every third Spring.*

DRA 420 — Evolution of Dramatic Form**3 hours credit**

This course is an examination of dramatic presentation from its prehistoric beginnings through the present. Topics will include non-European theatrical traditions, current trends in dramatic entertainment, ethical considerations in the entertainment marketplace, and how communications technology may change dramatic form in the future. Extensive reading, research, and writing will be required. *Prerequisites: DRA 131, 305 or 310.*

DRA 423 — Introduction to Film (Also Listed as ENG 423)**3 hours credit**

Introduction to Film 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 and at least one semester of Literature. Spring, alternate years.*

Applied Skills

DRA 301 — Voice and Movement for the Stage I

3 hours credit

This is a technical skills course in the use of the actor's body as an instrument. Vocal techniques studied include breath support, resonance, vocal variety, and increasing volume without tension. Physical techniques include a focus on relaxation, increasing stamina, and an introduction to Mary Overlie's "Viewpoints" system. Students must devote time to exercises outside of class. *Every second Fall.*

DRA 302 — Voice and Movement for the Stage II

3 hours credit

An extension of the studies in Voice and Movement I, this course adds technical instruction in how to eliminate unhealthy and/or distracting vocal habits, stage diction, vocal projection, and a more in-depth study of the "Viewpoints" system. *Prerequisite: DRA 301. Every second Spring.*

DRA 311 — Performing Verse

3 hours credit

Students in this course will learn techniques enabling them to interpret and perform dramatic verse from the Elizabethan Theatre, English Restoration, and the French Neoclassic period. Special emphasis will be given to the use of scansion to unlock performance clues in Shakespeare's iambic pentameter. Intensive class work will be required. Students must also devote time to assignments outside of class. *Prerequisites: DRA 102. Every second Fall.*

DRA 312 — Accents and Dialects

3 hours credit

This course introduces students to five English-language dialects commonly required of actors in film and theatre with a focus on vowel and consonant changes, pitch, resonance, and melody. Students will learn how to analyze and reproduce dialects on their own through the use of the International Phonetic Alphabet (IPA). *Every third Fall.*

DRA 313 — Stage Combat

3 hours credit

This course is an introduction to the skills required to perform staged combat for theatrical productions, with an emphasis on combining industry-standard safety techniques with convincing interpretation. Forms taught include unarmed combat and basic swordplay. Students should be prepared for intense, physically demanding class sessions. Some practice outside of class will be necessary. *Every second Fall.*

DRA 316 — Auditioning and the Business of Acting

3 hours credit

This course will focus on the skills required to successfully complete the professional audition process, from general auditions to cold readings to dance and vocal callbacks. The business side of acting will also be covered, including headshots, resumes, getting an agent, etc. The course will culminate in an audition showcase for casting representatives from area professional theatrical companies. An additional fee will cover the expense of professional headshots for all students (for students with acceptable professional-level headshots, fee could be waived by instructor approval). *Prerequisites: DRA 102, DRA 131. Every third Spring.*

DRA 401 — Advanced Acting Intensive

3 hours credit

This course will serve as a culmination of the previous 2 ½ years of acting training. An entire play (by playwrights ranging from William Shakespeare to Tennessee Williams to David Mamet) will be divided into scenes, giving each student the opportunity to demonstrate their training by developing some of the most famous characters in the history of drama. This course will culminate in the presentation of the full play. *Prerequisite: DRA 311. Every second Spring.*

DRA 410 — Advanced Public Speaking

3 hours credit

This is an applied skills course for students who aspire to leadership positions in their professional careers. Course work consists

of the analysis of public speaking techniques, preparing and presenting three to four speeches, and Instructor-guided critical feedback sessions. Presentation forms taught include long-form public speaking, multi-media, on-camera performance, and interview skills. *Prerequisites: ENG/DRA 221.*

DRA 413 — Advanced Stage Combat

3 hours credit

An extension of the studies of stage combat, this course teaches skills required to perform staged combat for theatrical productions, with a focus on combining industry-standard safety techniques with convincing interpretation. Techniques taught include advanced unarmed combat, rapier and dagger, broadsword, and quarterstaff. Students should be prepared for intense, physically demanding class sessions. Some practice outside of class will be necessary. The course will culminate in a showcase performance open to the public. *Prerequisites: DRA 313. Every second Spring.*

DRA 415 — Film Directing and Post-Production

3 hours credit

Film directing and post-production are two sides of the same card. Film directing will focus on what happens behind the camera: working with a script and a shooting script, directing actors, storyboarding, working with a DP (Director of Photography), camera operator and producers. It will also focus on budgeting, timelines, deadlines, and the post-production process, including dailies and rough cuts. Students will complete a short film for the semester and enter film festivals. *Prerequisite: DRA 310, DRA/ENG 423.*

DRA 410 — Advanced Public Speaking

3 hours credit

This is an applied skills course for students who aspire to leadership positions in their professional careers. Course work consists of the analysis of public speaking techniques, preparing and presenting three to four speeches, and Instructor-guided critical feedback sessions. Presentation forms taught include long-form public speaking, multi-media, on-camera performance, and interview skills. *Prerequisites: ENG/DRA 221.*

DRA 321, 322, 421, 422 — Applied Performance Skills

1 hour credit (limit 4 hrs)

Applied dramatic performance skills courses involve one half-hour of private instruction and a typical minimum of two hours of practice each week. Students may choose the skill area they wish to study. Options include voice and diction, dialects, singing, movement, or monologues (audition skills), up to a limit of four total credit hours. There is an additional fee for this course. *Prerequisite: Instructor Consent.*

ECONOMICS — see Business

EDUCATION

EDU 101 — Education as a Profession

2 hours credit

This hybrid 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 the 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. *Fall, Spring, evening.*

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. *Fall, Spring, evening.*

EDU 200 — Economic Concepts and Applications (Also listed as BUS 200) 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 evening.*

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, PSY 211. Fall, Spring, evening.*

EDU 307 — Integrating Arts Across the Curriculum (also listed as MUS 307) 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. *Prerequisite: Junior standing. Fall evening.*

EDU 310 — Children's Literature in Grades K-5 3 hours credit

The course offers pre-service elementary (grades K-5) teachers practical ideas to help their future students to read competently, think critically, and encourage students' enjoyment of reading through multiple instructional strategies, technologies, and variety of language activities based on research and best practices of what works for all children. A variety of reading materials will be explored: new books published in the last five years, reflecting diverse and multicultural standards and competencies; literature based on different topics, themes, content/subject areas, a variety of situations and settings; and various and different types of informational texts as well as more traditional stories, poems, biography, and non-fiction. *Prerequisite: Admittance into the elementary teacher education program. Spring, evening.*

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 and Spring evening.*

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. Fall and Spring evening.*

EDU 315 — 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 10-hour 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 and Summer evening.*

EDU 321 — Physical Education for Elementary Teachers (also listed as HPPE 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. A 10-hour field experience in the public schools is associated with the course and must be completed prior to receiving an end of course grade. *Prerequisite: Admittance into the education program. Fall evening.*

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, evening and Summer.*

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- 5. Emphasis is placed in social studies on developing student's understanding, attitudes, and integration skills that are requisite for intelligently meeting activities associated with societal participation. Field experience is required. *Prerequisites: EDU 101 and admittance into the education program. Spring evening.*

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. Fall, Spring and Summer.*

EDU 343 — Problem Solving K-5 2 hours credit

Through this math methods course, prospective K-5 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 evening.*

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-5. This course prepares students to teach from a constructivist perspective via open-ended inquiry. Field experience is required. *Prerequisite: Admittance into the education program. Fall evening.*

EDU 360 — Multicultural Education (also listed as SOW 360) 3 hours credit

This hybrid 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. *Fall evening.*

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 10-hour field experience is associated with the course and must be completed prior to receiving an end of course grade. *Prerequisites: MIS 210 or MIS 220 or successful bypass exam, and admittance into the education program. Fall and Spring evening.*

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 and Summer evening.*

EDU 415 — Teaching Reading in Grades 6-12**2 hours credit**

The course offers pre-service secondary (grades 6-12) teachers practical ideas to help their future students improve their reading abilities across content areas particularly in nonfiction adolescent literature. The course addresses the main components of reading instruction, such as motivating students to read and developing fluency, vocabulary, and comprehension. Within each component are teaching strategies, activities, and resources for helping students with specific reading problems to draw upon their sociocultural backgrounds. The material will include works by female authors and authors from various ethnic groups. *Prerequisite: admittance into the secondary teacher education program. Spring evening.*

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-5 and 24 hours in grades 6-12 (observing classes with diversity is expected). *Prerequisite: admittance into the education program. Fall.*

EDU 425 — Strategies for Teaching Grades 6-12**2 hours credit**

This hybrid 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, history and math. Each candidate will focus all assignments and presentations in the specific program of study. A required component is a 50-hour field experience. *Prerequisite: admittance into the education program. Fall evening.*

EDU 452 — Clinical Practice in Elementary Grades K-5**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-5**1 hours credit**

This seminar is held in conjunction with EDU 452, 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 Secondary Grades 6-12**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 6-8 and the other in grades 9-12. When 6-8 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 6-12

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 Physical Education 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 PE classes (grades K-5) and the other in secondary PE classes (grades 6-12). 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 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 education program and approval for EDU 458. Fall and Spring.*

EDU 470 — Statistical Techniques Utilizing SPSS

1 Credit

The course is a two-hour lab that meets once a week for the duration of the semester. The course begins by examining why statistics are an important part of research which is followed up with an introduction using collected data to draw inferences about the world at large. At this point the student is introduced to the SPSS application, exploring data utilizing graphic techniques, and the underlying assumptions associated with statistical techniques. The statistical techniques addressed within the course are correlations, regressions, comparing two means, comparing several means, and techniques associated with categorical data. Students will perform tasks during the lab which will support appropriate application of statistical techniques to answer questions regarding the data files under investigation. *Prerequisite: The student should have taken or be currently enrolled in a research class within their major field of study.*

EDU 480 — Practitioner Licensure Mentoring

1 hour credit/Term

This is a one-semester course for approved teachers in the Practitioner License-Transitional Program (with job-embedded clinical practice). It must be followed the next semester by EDU 481. The course is supervised by the MMC program coordinator and monitored by the Local Education Agency (LEA) representative. During the first semester on this license, the candidate shall engage in 15-20 hourly meetings with the LEA-approved mentor. Additionally, the candidate will engage in a second placement

of approximately 20 hours with a cooperating teacher selected and scheduled by the LEA (first semester of license only). The course is offered on a pass/fail basis during Fall and Spring. A course fee is required in addition to tuition. *Prerequisite: acceptance of application for a teaching position with the LEA on a Practitioner License.*

EDU 481 — Practitioner Licensure Mentoring Continued

1 hour credit/Term

This is a one-semester course for approved teachers in the Practitioner License-Transitional Program (with job-embedded clinical practice). It must be preceded by EDU 480. This course is supervised by the MMC program coordinator and monitored by the Local Education Agency (LEA) representative. During this course, the candidate shall engage in 15-20 hourly meetings with the LEA-approved mentor. The course is offered on a pass/fail basis during Fall and Spring. A course fee is required in addition to tuition. *Prerequisite: completion of EDU 480 and renewal of teaching contract with the LEA.*

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 Provost 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 are placed into a developmental or remedial course (ENG 097, ENG 100, ENG 101E, MAT 111, MAT 112, or any ESL course) must make a "C" or better in order to continue on to the next course in the sequence or to use the course as a prerequisite for another course.

ENG 097 — Reading Strategies

3 hours institutional credit

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, day.*

ENG 100 — Developmental Writing

3 hours institutional credit

This 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. A lab is required. Course placement is determined by ability level as indicated by test scores. A student placed into ENG 100 must successfully complete this course with a grade of "C" or better and pass ENG 100L in order to advance to ENG 101 English Composition I. *Fall and Spring.*

ENG 100L — Developmental Writing Lab

1 hour institutional credit

This course will provide students with immediate help and reinforcement for Developmental Writing (ENG 100). Students must successfully pass ENG 100L in order to pass ENG 100. *Prerequisite: Placement in Course. Pass/Fail*

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 day, evening and on-line; Spring day; Summer day.*

ENG 101E — English Composition I Enhanced

3 hours credit

This course focuses on the conventions of standard written English. Students will produce multiple drafts of essays; research and analytical skills will be emphasized in this course. A lab is required. To enroll in this course, students must have been placed into this course by test scores. Students must successfully pass ENG 101E and ENG 101L in order to advance to ENG 102 English Composition II. *Fall and Spring.*

ENG 101L — English Composition I Lab**1 hour credit**

This course will provide students with immediate help and reinforcement for English Composition I (ENG 101). Students must successfully pass ENG101L in order to pass ENG101E. *Prerequisite: Placement in Course. Pass/Fail*

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. This course can be used to meet the fine arts requirement in the core curriculum. *Fall day.*

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. ENG 201: Fall day, Spring evening, Summer on-line; ENG 202: Spring day and evening, Summer on-line.*

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. ENG 203: Fall day; ENG 204: Spring day.*

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. ENG 205: Fall day; ENG 206: Spring day.*

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, projects, tests, and a minimum of 3-4 speeches. *Fall day and evening, Spring day, Summer evening.*

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 and two semesters of Literature. Fall day, every third year.*

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, and at least one semester of Literature. Spring day, every third year.*

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, and at least one semester of Literature. Fall day, every third year.*

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, 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, and at least one semester of Literature. Spring day, every third year.*

ENG 305 — Modern Drama (Also Listed as DRA 305)**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, and at least one semester of Literature. Spring day, every third year.*

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, and at least one semester of Literature. Summer day, every third year.*

ENG 308 — Literature for Youth**3 hours credit**

This course will focus primarily on literature for children, teenagers, and young adults. Course content will include an introduction to folk tales and fairy tales, as well as a survey of the various genres of literature published for young audiences. The course will emphasize insightful analysis of literature for young people, and an assessment of the value of this literature. *Prerequisites: Comp I & II and at least one semester of Literature. Summer day, every third year.*

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. *ENG 101, 102, and at least one semester of Literature. Fall, Spring and Summer, on-line. Spring day, odd years.*

ENG 314 — Writing for the Professions**3 hours credit**

A course focused on writing in the workplace, this class emphasizes topics in the fields of professional and technical writing. Traditional materials and electronic media, including correspondence, manuals, reports, proposals, portfolios, design elements, presentations, application materials, and interviews, are covered. *Prerequisites: ENG 101, 102 and at least one semester of Literature. Fall on-line.*

ENG 315 — Advanced Grammar**3 hours credit**

This course is dedicated to developing students' knowledge of English grammar. This course will focus on approaches to grammar instruction, the basics of grammar from parts of speech to the sentence, grammatical form and function; terminology for grammatical and syntactical structures, causes of usage errors, application of grammatical and mechanical rules, and strategies for editing and proofreading. *Prerequisites: ENG 101, 102, and at least one semester of Literature. Fall day and on-line; Summer evening.*

ENG 320 — Research Strategies**3 hours credit**

A course in research strategies and methodology focusing primarily on library research, ENG 320 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. *Prerequisite ENG 101, 102, and at least one semester of Literature. Fall day.*

ENG 321 — Women's Literature: Medieval to Modern**3 hours credit**

This course will explore the impact of women writers from the Middle Ages to the modern era, focusing on socio/cultural influences on women throughout these eras and the contributions made by women writers to an evolving world. *Prerequisites: ENG 101, 102 and at least one semester of Literature. Summer day, every third year.*

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, and at least one semester of Literature or approval of the instructor. Fall on-line.*

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, and at least one semester of Literature or approval of the instructor. Spring on-line.*

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, and at least one semester of Literature or approval of the instructor. Spring on-line.*

ENG 333 — TESOL Practicum**3 credit hours**

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, and at least one semester of Literature or approval of the instructor. Summer on-line.*

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, at least one semester of Literature, 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, and at least one semester of Literature. Spring day, every third year.*

ENG 402 — Shakespeare (Also Listed as DRA 402)**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, and at least one semester of Literature. Fall day, odd 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 and Roman drama and epic. *Prerequisites: ENG 101, 102, and at least one semester of Literature. Spring, day, every third year.*

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, and at least one semester of Literature. Fall day, every third year.*

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, and at least one semester of Literature. Offered on demand.*

ENG 408 — Playwriting (Also listed as DRA 408)

3 hours credit

This course introduces students to the craft of writing for the stage, from the inception of an idea to the printed page. Emphases include format, character, and story development. The course includes an examination of the work of successful playwrights, a practical introduction to getting work produced, and a look at the current climate for producing new work in the American theatre. Students will write a play. *Prerequisites: ENG 101, 102 and at least one semester of Literature. Fall day, every fourth year.*

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, and at least one semester of Literature. Fall day, even years; Summer on-line.*

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, and at least one semester of Literature. Fall day, every fourth year.*

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, and at least one semester of Literature. Spring day, alternate years.*

ENG 414 — Writing for Publication

3 hours credit

An advanced course in workplace writing, this class will focus on the superstructures of professional writing. Students will compose reader-centered documents, which include prose and visual elements, for traditional and electronic media. For the final project, students will conduct research, develop a portfolio, and prepare writing for publication. *Prerequisite: ENG 314. Spring on-line.*

ENG 421 — North American Nonfiction Nature Writing

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, and at least one semester of Literature. Spring day, 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, and two semesters of Literature. Spring day, every third year.*

ENG 423 — Introduction to Film (Also Listed as DRA 423)**3 hours credit**

Introduction to Film 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, and at least one semester of Literature. Spring day, 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, the short story, and horror fiction. 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, and at least one semester of Literature. Offered on demand.*

ENG 425 — English Capstone**3 hours credit**

This course is designed to provide insight into career options in English and to assess student techniques in English research, editing, and writing strategies from topic selection to the final product of a written text. In attention to discussions of the English field, the course content will focus on the creation of a portfolio of past work and a long research project. The research project will be completed in a series of drafts that will be subject to peer review in a workshop setting. The project will be supervised by the instructor of the course, with a second reader chosen from among the English faculty, and will be defended in an oral presentation at the end of the final semester of study in the program. *Prerequisite: ENG 320 and Senior Status. Spring day.*

ENG 498 — English Internship**1-6 hours credit**

This course involves productive, contributing learning experiences in one or more off-campus settings. The student will complete a portfolio of activities and learning experiences approved by the supervisor in the setting. Application for internships will be made at least six weeks before the end of the semester prior to the semester of internship. *Prerequisites: Junior standing, a minimum grade point average of 2.5, and the approval of the program coordinator. Offered on demand..*

ENGLISH AS A SECOND LANGUAGE

Students who are not proficient in English will be required to take English as a Second Language (ESL) courses. Initial placement into these classes will be based upon a standard proficiency test (CaMLA) and an in-house diagnostic administered by ESL faculty. Students must achieve a grade of "C" or higher in all ESL classes and/or pass progress and exit exams in order to move through each level of the ESL program.

ESL 095 — Speaking Special Topics**2 or 3 hours institutional credit**

Special topics in the field will be taught as interest among the students and availability of faculty allow. Possible topics include English for Academic Purposes (EAP), including English that will support college coursework, and English for Specific Purposes (ESP), such as English that will assist educators, businesspeople, medical professionals, lawyers, engineers, scientists, artists, and other learners with focused language needs. In general, this course will focus on oral skills with an emphasis on presentations, discussion, vocabulary acquisition, fluency, and accuracy in speaking and pronunciation. *Offered on demand.*

ESL 096 — Listening Special Topics**2 or 3 hours institutional credit**

Special topics in the field will be taught as interest among the students and availability of faculty allow. Possible topics include English for Academic Purposes (EAP), including English that will support college coursework, and English for Specific Purposes

(ESP), such as English that will assist educators, businesspeople, medical professionals, lawyers, engineers, scientists, artists, and other learners with focused language needs. In general, this course will focus on aural skills with an emphasis on listening comprehension, authentic listening situations, vocabulary acquisition, and active listening skills. *Offered on demand.*

ESL 097 — Grammar Special Topics

2 or 3 hours institutional credit

Special topics in the field will be taught as interest among the students and availability of faculty allow. Possible topics include English for Academic Purposes (EAP), including English that will support college coursework, and English for Specific Purposes (ESP), such as English that will assist educators, businesspeople, medical professionals, lawyers, engineers, scientists, artists, and other learners with focused language needs. In general, this course will focus on developing morphosyntactical, semantic, and pragmatic competence with grammatical structures. *Offered on demand.*

ESL 098 — Reading Special Topics

2 or 3 hours institutional credit

Special topics in the field will be taught as interest among the students and availability of faculty allow. Possible topics include English for Academic Purposes (EAP), including English that will support college coursework, and English for Specific Purposes (ESP), such as English that will assist educators, businesspeople, medical professionals, lawyers, engineers, scientists, artists, and other learners with focused language needs. In general, this course will focus on critical reading skills with an emphasis on the application of reading strategies to a variety of academic and/or professional texts, reading comprehension, vocabulary acquisition, and phonemic awareness (with phonics). *Offered on demand.*

ESL 099 — Writing Special Topics

2 or 3 hours institutional credit

Special topics in the field will be taught as interest among the students and availability of faculty allow. Possible topics include English for Academic Purposes (EAP), including English that will support college coursework, and English for Specific Purposes (ESP), such as English that will assist educators, businesspeople, medical professionals, lawyers, engineers, scientists, artists, and other learners with focused language needs. In general, this course will focus on academic writing with an emphasis on writing as a rhetorical process, vocabulary acquisition, style, grammar, and mechanics. *Offered on demand.*

ESL 100 — Reading and Vocabulary I

3 hours institutional credit

This course will focus on the acquisition of academic vocabulary and on analytical reading skills. Students will apply reading strategies to a variety of authentic academic texts. Reading speed, fluency, comprehension, and dictionary skills will be emphasized. *Fall and Spring as needed.*

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 and Spring as needed.*

ESL 102 — Writing

3 hours institutional credit

This course will focus on basic composition skills. Students will receive instruction in paragraph and essay organization, coherence, and development, including topic sentences, thesis statements, transitional elements, and supporting details; various rhetorical modes of development; grammatical concepts in the context of writing; and analyzing, finding, editing, and correcting basic errors in grammar, syntax, usage, style, and mechanics. The course will emphasize writing as a process. *Fall and Spring as needed.*

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 as needed.*

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 as needed.*

ESL 105 — College Algebra Supplemental Instruction**3 hours institutional credit**

This course will provide support for non-native English speakers enrolled in College Algebra (MAT 131). Students will work through examples and problems individually and in groups, with particular attention given to language issues that impede comprehension of mathematical concepts. Students should expect additional work in this course separate from MAT 131. Students enrolled in this course must pass ESL 105 in order to pass MAT 131. *Prerequisite: Placement in course. Pass/Fail.*

ESL 106 — Reading and Vocabulary II**3 hours institutional credit**

This course will focus on the upper-intermediate level acquisition of academic vocabulary and on analytical reading skills. Students will apply reading strategies to a variety of authentic academic texts as they focus on increasing reading speed, fluency, and comprehension. *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 111, Fall; FLG 112, 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 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 141, 142 — Elementary Foreign Language**3 hours credit each**

Elements of reading, writing, listening, and speaking, with emphasis on the use of practical language will be studied. *Offered on demand.*

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 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 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 241, 242 — Intermediate Foreign Language

3 hours credit each

This is a continuation of the foreign language study with an emphasis on reading, writing, listening, and speaking skills. *Prerequisites: FLG 141,142 or the equivalent. Offered on demand.*

FLG 321 — Advanced Spanish I

3 hours credit

This course offers students advanced exposure to the elements of Spanish grammar as well as 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: FLG 321 or permission of the instructor.*

FLG 341, 342 — Advanced Foreign Language

3 hours credit each

Each course offers advanced exposure to the elements of reading, writing, listening, and speaking in the language. *Prerequisites: FLG 141,142 or the equivalent. Offered on demand.*

FIRST YEAR SEMINAR

FYE 100 — Learning Strategies

3 hours institutional 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. Successful completion of the course requires a grade of “C” or higher. Any student who makes below a grade of “C” must take FYE 101. Successful completion of the course fulfills the FYE core requirement. *Fall and Spring.*

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 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 220 — Introduction to Political Science (also listed as POL 220)

3 hours credit

This course is an introduction to the historical, philosophical, and methodological approaches to American politics, political theory, comparative politics, international politics, public administration, and constitutional law. *Offered on demand.*

HIS 221 — American Government (also listed as POL 221)

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. *Spring, odd years.*

HIS 222 — State and Local Government (also listed as POL 222)

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. *Offered on demand.*

HIS 240 — 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 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, even 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. Fall.*

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. Spring, alternate even years.*

HIS 321 — Early Medieval Europe, 395-1000

3 hours credit

This course offers a history of the political, social, religious, cultural and intellectual developments in Europe from the collapse of the Western Roman Empire to the millennium, with special emphasis on the formation of early kingdoms and Christendom. *Prerequisites HIS 111, 112. Fall, even years.*

HIS 323 — High Middle Ages, 1000-1400**3 hours credit**

This course offers a history of the political, social, religious, cultural and intellectual developments in Europe from the millennium through the major crises of the fourteenth century, including the Black Death and the Great Schism. A particular emphasis will be placed on the emergence of alternative religious traditions and the role of the church in medieval life. *Prerequisites: HIS 111, 112. Spring, odd years.*

HIS 324 — Renaissance and Reformation**3 hours credit**

This course presents a history of Europe from the beginning of the Renaissance to the mid-seventeenth century, with emphasis on the decline of medieval institutions, the growth of humanism, the Protestant and Catholic Reformations, and the wars of religion. *Prerequisite: HIS 111, 112. Fall, odd years.*

HIS 333 — The French Revolution and Napoleon**3 hours credit**

This course comprises 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. Spring, alternate even years.*

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. Fall, alternate odd years.*

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 111, 112 or 201, 202. Fall, alternate even years.*

HIS 354 — American Civil War Era, 1848-1877**3 hours credit**

A study of the 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 111, 112 or 201, 202. Spring, alternate even years.*

HIS 370 — The United States since 1945**3 hours credit**

This course is 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. *Prerequisite: HIS 111, 112 or 201, 202. Fall, alternate odd years.*

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. *Prerequisite: HIS 111, 112. Fall, even years.*

HIS 412 – History of the Middle East**3 hours credit**

A history of the 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. Spring, alternate odd years.*

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. Spring, alternate odd years.*

HIS 422 — The American 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 111, 112, 201, 202. Fall, alternate even years.*

HIS 425 — The American West **3 hours credit**

A study of the role played by the frontier West upon the development of American identity, race relations, culture, and mythology. *Prerequisites: HIS 111, 112 or 201, 202. Fall, alternate 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 111, 112 or 201, 202. Fall, alternate odd years.*

HIS 433 — American Environment in Film **3 hours credit**

This course is an interdisciplinary study of how and why filmmakers make use of historical and contemporary environmental issues in motion pictures and documentaries. *Prerequisite: HIS 111, 112 or 201, 202. Spring, alternate even years.*

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 111, 112 or 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 111, 112 or 201, 202. Spring, alternate even years.*

HIS 440 — Religion in America (Also listed as REL 440) **3 hours credit**

This course involves 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 111, 112 or 201, 202. Spring, odd years.*

HIS 442 — American Music and American History (Also listed as MUS 442) **3 hours credit**

This course is a study of the ways in which societal and cultural forces shaped American music and how music shaped American intellectual, social, and cultural development through language and improvisation. *Prerequisites: HIS 111, 112 or 201, 202, MUS 231 or MUS 235. Spring, alternate even years.*

HIS 444 — The Comic Book in America **3 hours credit**

An interdisciplinary study of the history and the literary culture of the comic book in America, with an emphasis on the medium's evolving impact upon mass culture perceptions of the major issues of key periods in history. *Prerequisites: HIS 111, 112 or 201, 202. Offered on sufficient demand.*

HIS 451 — History of Monotheism **3 hours credit**

This course covers the history of monotheism, from its earliest beginnings including Zoroastrianism and the reign of Akhenaten in Egypt, with a particular focus on the rise of the three "religions of the book": Judaism, Christianity, and Islam. *Prerequisites: HIS 111, 112. Fall, alternate even years.*

HIS 453 — History of Heresy **3 hours credit**

This course covers the history of heterodox thought in the Christian religious tradition from the second century to the modern period, focusing on the beliefs of the heretics and the establishment response, and with special emphasis on the medieval period. *Prerequisites: HIS 111, 112. Spring, odd years.*

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. Spring, alternate even years.*

HIS 460 — The British Empire**3 hours credit**

This course addresses the history of British imperialism from the sixteenth century to modern times and explores the global nature of that empire. *Prerequisites: HIS 111, 112. Spring, alternate even years.*

HIS 462 — Germany from Bismarck 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. Fall, alternate even years.*

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. Fall, odd years.*

HIS 470 — History of Gender**3 hours credit**

This course will examine major historical trends in the conception of “gender” across multiple societies and historical periods, including the feminine/masculine binary, feminism, sexuality, and nonconforming gender roles. *Prerequisites: HIS 111, 112. Spring, even years.*

HIS 474 – Multiculturalism in American History**3 hours credit**

This course is a survey of the historical, social, and cultural impact of race, ethnicity, and gender upon the development of the United States. *Prerequisites: HIS 111, 112 or 201, 202. Spring, alternate even years.*

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 498 — History Internship**1-9 hours credit**

This course involves productive, contributing learning experiences in one or more off-campus settings. The student will complete a portfolio of activities and learning experiences approved by the supervisor in the setting. Applications for internships will be made at least six weeks before the end of the semester prior to the semester of internship. *Prerequisite: Junior standing, a minimum grade point average of 2.5, and the approval of the program coordinator. Offered on demand.*

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

The W. Garie Taylor Honors Program includes a number of special “honors” sections of courses that are included within the core curriculum. These courses carry the regular course discipline number followed by the letter “H,” which denotes these

special sections as being honors sections of the particular course. Honors sections are offered in English, biology, history, psychology, and mathematics.

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.

HUMAN PERFORMANCE & PHYSICAL EDUCATION

Activity Courses

HPPE 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 evening; Summer on-line.*

HPPE 102 — Basketball

1 hour credit

Basic techniques, skills, and rules are emphasized in this course. Activities include participation and the study of safety factors. *Spring even numbered years.*

HPPE 103 — Volleyball

hour credit

In this course, basic techniques, skills, and rules are emphasized. Activities include participation and the study of safety factors. *Spring odd numbered years.*

HPPE 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. *Spring.*

HPPE 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. *Fall.*

HPPE 106 — Tennis

1 hour credit

Basic techniques, skills, and rules are emphasized in this course. Activities include participation and the study of safety factors. *Spring odd numbered years.*

HPPE 107 — Golf

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. *Spring even numbered years.*

HPPE 108 — Racquetball

1 hour credit

This course emphasizes basic techniques, skills, and rules. Activities include participation and the study of safety factors. *Spring.*

HPPE 110 — Weight training

1 hour credit

In this course basic weight training skills are taught. Training safety is emphasized. *Fall and Spring.*

HPPE 120 — Disc Sports (Disc Golf and Ultimate Frisbee)

1 hour credit

This course is designed to offer an introduction to the fundamental disc golf and ultimate Frisbee skills, basic rules, and team play strategies. The acquisition and understanding of these skills and strategies will be presented through both activity and lecture sessions. Emphasis will be placed on the skills, rules, strategies of disc sports and how this activity may be incorporated into an individual's wellness and physical fitness program. *Fall.*

HPPE 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. This class does count for the physical activity core. *As needed.*

HPPE 123 — Flag Football and Softball

1 hour credit

This course is designed to offer an introduction to flag football and softball. Flag football and softball activities will be introduced and practiced in each class period. Flag football will be practiced for half of the semester and softball will be practiced for the remainder of the semester. Emphasis will be given to the study of skill, basic rules, and strategies of flag football and softball and how these activities can be incorporated into an individual's wellness and physical fitness program. *Fall.*

HPPE 125 — Personal Fitness and Wellness

1 hour credit

This course is designed to introduce students to proper individual exercise methods, assessments, and living healthy lifestyles. Emphasis will be placed on wellness, physical fitness, nutrition, and weight management and how to incorporate exercise methods, assessment, and healthy lifestyles into an individual's life-long wellness program. *Fall and Spring.*

HPPE 131 — Social Dance

1 hour 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. *Spring.*

HPPE 133 — Ballet and Modern Dance

1 hour credit

This course is designed to offer an introduction to basic ballet technique and skills, including basic barre work, turns and leaps, while incorporating aspects of modern dance. Emphasis will be placed on basic technique and incorporating ballet and modern dancing into an individual's life-long wellness program. *Fall.*

HPPE 141- Martial Arts

1 hour credit

This course is designed to introduce students to martial arts including stance, balance, blocking, punching, and kicking. Emphasis will be placed on proper technique and incorporating martial arts into an individual's livelong wellness program. *As needed.*

HPPE 191- Varsity Sport I

1 hour credit

Varsity Sport I 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 a MMC varsity or junior varsity team. This class will not count toward the physical education core requirement. This class may not be repeated. *Fall and Spring.*

HPPE 192- Varsity Sport II**1 hour credit**

Varsity Sport II 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 a MMC varsity or junior varsity team. This class will not count toward the physical education core requirement. This class may not be repeated. *Prerequisite: HPPE191. Fall and Spring.*

HPPE 201 — Swimming**1 hour credit**

This course is designed to equip the non-swimmer with basic water safety skills and knowledge in order to make the individual reasonably safe while in, on, or about the water. *As needed.*

HPPE 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: HPPE 201 or permission of the instructor. As needed.*

HPPE 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. *As needed.*

Human Performance & Physical Education**HPPE 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.*

HPPE 200 — Foundations of Health, Physical Education and Sport**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, sport management and other career opportunities. This course also surveys associations, conferences, and publications germane to the area. *Fall.*

HPPE 210 — Human Performance 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 Human Performance. Each hour of credit requires 40 clock hours per semester. Enrollment is open to non-licensure Human Performance majors only. The practicum assignment is made by the program coordinator. *Fall.*

HPPE 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. Successful completion entitles students to American Red Cross CPR/AED and First Aid Certification. *Fall, Spring, Summer on-line.*

HPPE 240 — Nutrition for Health and Performance**1 hour credit**

Fundamental concepts of nutrition are addressed with a special focus on contemporary issues relevant to developing professionals in human performance and physical education. A survey of concepts will cover the essentials of human nutrition that improve and sustain performance for physical activity, sport, and exercise. *Spring.*

HPPE 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. *Prerequisite: HPPE 200. Fall.*

HPPE 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. Fall.*

HPPE 322 — Activity Skills (Individual) 3 hours credit

This course involves the study of basic sport skills; fitness assessment; and developmental progressions and teaching/programming strategies for individual sports such as badminton, golf, and racquetball. *Prerequisite: HPPE 200. Fall.*

HPPE 323 — Activity Skills (Team) 3 hours credit

This course analyzes team sport skills and teaching/programming 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: HPPE 200. Spring.*

HPPE 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. *Prerequisite: HPPE 200. Fall odd numbered years.*

HPPE 330 — Assessment and Care of Athletic Injuries 3 hours credit

This course serves as an introduction to the theory and techniques of bandaging, taping, caring for, and determining types of injuries. An applied learning approach for injury assessment and care is used in this course. *Spring.*

HPPE 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: HPPE 200. Spring.*

HPPE 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, the Renaissance, the 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: HPPE 200. Fall even numbered years.*

HPPE 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, HPPE 200. Fall and Summer.*

HPPE 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 physical education & sport facilities. This course also surveys career opportunities in health, physical education, athletic training, and sport management including licensure and post-graduate training. *Prerequisite: HPPE 200. Spring.*

HPPE 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: HPPE 200 & BIO 201 or 202. Spring and Summer.*

HPPE 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. *Prerequisite: HPPE 200. Fall.*

HPPE 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: HPPE 401. Fall.*

HPPE 435 — Advanced Strength and Conditioning **3 hours credit**

This course is designed to introduce students to advanced strength and conditioning techniques used in sport and other elite performance settings. Students will learn proper implementation of research-based and developmentally appropriate aerobic and anaerobic exercise training procedures. *Fall odd numbered years.*

HPPE 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. *Prerequisite: admittance to the education program or physical education emphasis. Summer.*

HPPE 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: admittance to the education program or physical education emphasis and HPPE 485. Summer.*

HPPE 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 *Prerequisite: admittance to the education program or physical education emphasis. Summer.*

HPPE 498 — 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 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: HPPE 430 or program coordinator's approval. Fall, Spring, and Summer.*

HPPE 499 — Human Performance Capstone **3 hours credit**

This course provides a culminating experience in which students will develop knowledge and skills in the area of physical education, fitness, and sport management and integrate and apply scientific findings from human performance 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. Spring.*

HUMANITIES

HUM 200 — Introduction to French Language and Culture

3 hours credit

An extensive integrated program of international study, this course seeks to provide 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 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.*

INTERDEPARTMENTAL

ID 150 — Introduction to On-line Learning

1 hour credit

This course provides students with a strong foundation for understanding the skills and habits to achieve success in on-line courses. This course will discuss the components of a learning management system and review the basic word processing skills. The course investigates the role between learning styles, multiple intelligences and personality spectrum for on-line students. In addition, the course discusses how learning styles impacts student personal and academic goals. Time and organizational management are discussed in relation to note-taking and test-taking skills and strategies. The course reviews recommended academic research resources (both Internet and campus supported) and three most commonly used citation styles (e.g., APA, MLA, and Chicago Turabian). An examination of plagiarism and ways to avoid plagiarism concludes this course.

ID 200 — Strategies for Success

1 hour credit

This course is designed to provide students who are currently on academic probation with the skills and strategies necessary to be academically successful at Martin Methodist College.

LIBERAL ARTS

LBA 400 — Liberal Arts Capstone

3 hours credit

This course is designed to provide insight into career options for Liberal Arts graduates, and to assess student accomplishments in research, editing, and writing strategies related to issues of cultural, societal, or historical concern. In addition to discussion of career opportunities, the course content will focus on the creation of a portfolio of past work and a long research project. The research project will be completed in a series of drafts that will be subject to peer review in a workshop setting. The project will be supervised by the instructor of the course, with a second reader chosen from among the senior faculty, and will be defended in an oral presentation at the end of the final semester of study in the program. *Spring day.*

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 110 —Computer Literacy 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. *Fall: day, on-line in Fall F1; Spring: day, on-line in Spring F1; Summer: on-line.*

MIS 220 — Computer Literacy 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. *Spring: day, on-line in Spring F2; Summer: on-line.*

MIS 340 — Introduction to Programming Logic and Design

3 hours credit

As the first programming class in the curriculum, 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. *Fall: day; Spring: on-line in Spring F1 in odd numbered years; Summer: on-line in even numbered years.*

MIS 350 — Introduction to Program and Systems Development

3 hours credit

This course will build on MIS 340 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. *Spring: day in odd numbered years, on-line in Spring S1 in even numbered years; Summer: on-line in odd numbered years.*

MIS 355 — Introduction to Geographic Information Systems

3 hours credit

GIS (Geographical Information Systems) are becoming more useful in many disciplines. Smartphones, Navigation Systems, Tablet Computers and other devices now support location services. GIS systems also provide support for many disciplines including medicine, criminal justice, science, and marketing. This course will introduce students to GIS and the principles of spatial data and the analysis tools that can be applied to the data. At the end of the course, students will have an understanding of GIS theory and examples of GIS-based solutions in the world around them. *Fall: day in odd numbered years, on-line Fall F2 in even numbered years.*

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 principles learned in the MIS 340 class. The student will develop business applications in Visual Basic. *Fall: day even numbered years, on-line Fall F1 in even numbered years; Summer: on-line in odd numbered years.*

MIS 370 — Introduction to Project Management

3 hours credit

This course will introduce students to the fundamental concepts necessary to support the planning, scheduling, controlling, resource allocation, and performance measurement activities required for successful completion of a project. The most recent edition of PMBOK Guide will provide the framework for the concepts introduced in the course. Microsoft Project will be the application software used in the course. *Fall: on-line in Fall F2 in odd numbered years; Spring: day in odd numbered years; Summer: on-line in even numbered years.*

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. *Fall: day in odd numbered years, onine in Fall F1 in even numbered years; Summer: on-line in even numbered years..*

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: day in even numbered years, on-line in Spring F1 in odd numbered years; Summer: on-line in odd numbered years.*

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. *Prerequisites: MIS 110 or MIS 220. Spring: day in odd numbered years, on-line in Spring F1 in even numbered years; Summer: on-line in even numbered years.*

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 principles and practical implementations. Networked file systems, installation and administration of operating systems and networks, as well as backup and system redundancy will be discussed. *Fall: day in even numbered years, on-line in Fall F2 in odd numbered years.*

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. *Spring: day in even numbered years, on-line in Spring F2 in odd numbered years.*

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. *Fall: day in even numbered years, on-line in Fall F1 in odd numbered years; Summer: on-line in even numbered years.*

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. *Spring: day in even numbered years, on-line in Spring F1 in odd numbered years.*

MIS 455 — Advanced Database Applications**3 hours credit**

This course will build on the principles introduced in MIS 450--Database Development and Administration. Students will focus on efficient query processing and indexing techniques for relational, spatial, temporal and multimedia databases. In particular, efficient and scalable algorithms for clustering, association rule discovery and classification of very large datasets will be discussed. Data mining, data warehousing and security will also be addressed. *Prerequisites: MIS 450. MIS 355 is suggested. Spring: day in odd numbered years.*

MIS 460 — Practicum**3 hours credit**

This course involves an on-site experience in business, industry, or other appropriate setting that is jointly supervised by 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: day in odd numbered years, on-line in Fall F2 in even numbered years; Summer: on-line in even numbered years.*

MIS 475 — Digital Forensics

3 hours credit

This course will give students an understanding of the theoretical, practical, and legal aspects of digital forensics. In addition, the course will offer a foundation in the process and exercise of digital forensics. *Prerequisites: MIS 470 Spring: day in even numbered years, on-line in Spring F2 in odd numbered years; Summer: on-line in odd numbered years.*

MIS 490 — Special Topics in Management Information Systems

3 hours credit

Students enrolled in this 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 on-line discussion boards. Requirements will include a research paper and presentation on a semester research project. *Prerequisite: Permission of the instructor. Offered as needed.*

MATHEMATICS

Students who are placed into a developmental or remedial course (ENG 097, ENG 099, ENG 100, MAT 100, MAT 112, MUS 100, or any ESL course) must make a grade of “C” or better in order to continue on to the next course in the sequence or to use the course as a prerequisite for another course.

MAT 100 — Elementary Algebra

3 hours institutional credit

This is a one-semester developmental course in beginning algebra. This course will focus on computation of real numbers, as well as linear equations and inequalities. This will include linear equations in more than one variable and systems of linear equations. This course is only open to students with a math ACT score of less than 17 or an equivalent subscore on the SAT or COMPASS. MAT100 does not meet the mathematics requirement for graduation. *Fall and Spring day.*

MAT 112 — Introductory College Mathematics

3 hours credit

This is a one-semester course designed to prepare students for college-level mathematics and concentrates on topics in intermediate algebra. The course looks at polynomials, rational functions and radicals, with a focus on solving equations and simplifying expressions. *Prerequisites: Grade of “C” or better in MAT100, a math ACT score of 17 or 18, or an equivalent subscore on the SAT or COMPASS. Fall and Spring day.*

MAT 115 — College Algebra Recitation

2 hours credit

This course will provide students with immediate help and reinforcement for College Algebra (MAT 131). The focus will be on working through examples and doing problems individually and in groups, as well as providing another place for students to ask questions and have concepts clarified. Students should expect additional work in this course separate from MAT 131. Students enrolled in this course must successfully complete MAT 115 in order to pass MAT 131. *Pass/Fail. Fall and Spring day.*

MAT 131 — College Algebra

3 hours credit

This course includes the study of functions and their graphs. The study includes polynomial, rational, exponential, and logarithmic functions. Emphasis is placed on solving equations and inequalities. The graphing calculator is helpful in this course. Students enrolled in ESL 105 or MAT 115 concurrently with MAT 131 must successfully complete that course in order to pass MAT 131. *Prerequisites: Grade of “C” or better in MAT112, a math ACT score of 19, or an equivalent subscore on the SAT or COMPASS. Fall and Spring day.*

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 MAT 131. Spring day.*

MAT 142 — Analytic Geometry and Calculus I

5 hours credit

This is the first course in a three-semester sequence of analytic geometry, differential calculus, and integral calculus. This course introduces the three main ideas of limits and continuity, differentiation, and integration. Topics covered include the limit, the derivative and its applications, the conic sections, and the integral. *Prerequisites: MAT 141 or consent of the instructor. Fall day.*

MAT 171 — Introduction to Modern Mathematics

3 hours credit

This course will introduce students to a variety of topics in modern and contemporary mathematics. The topics will be presented in a more conceptual, rather than computational, way when appropriate. The course will cover approximately 4 topics chosen based on the instructor's and the class's interests. Possible topics include infinity, voting theory, fair division, graph theory, fractals, geometry, logic, probability and counting, cryptography, and mathematics found in nature, art, and music. This course is intended for students not majoring in science or mathematics. *Prerequisites: Grade of "C" or better in MAT112, a math ACT score of 19, or an equivalent subscore on the SAT or COMPASS. Fall and Spring day.*

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, basic geometry, linear and quadratic equations, and graphing techniques. Basic graphing calculator functions are considered. *Prerequisites: Grade of "C" or better in MAT112, a math ACT score of 19, or an equivalent subscore on the SAT or COMPASS. Fall day; Spring evening.*

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. Fall evening; Spring day.*

MAT 231 — 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: Grade of "C" or better in MAT112, a math ACT score of 19, or an equivalent subscore on the SAT or COMPASS. Fall and Spring day; Spring evening.*

MAT 241 — Analytic Geometry and Calculus II

4 hours credit

This is the continuation of the three-semester sequence in analytic geometry and calculus. This course focuses more on integral calculus, including transcendental functions, techniques of integration, L'Hospital's Rule and improper integration, parametric equations and polar coordinates, and sequences and series, including integrating functions using Taylor and MacLaurin series. *Prerequisites: MAT 142 or consent of the instructor. Spring day.*

MAT 242 — Analytic Geometry and Calculus III

4 hours credit

This is the conclusion of the three-semester sequence in analytic geometry and calculus. This course focuses on calculus on vectored-valued functions and multivariable functions. Topics include: vectors, analytic geometry of three-dimensional space, partial derivatives, iterated integrals, and line integrals. *Prerequisites: MAT 241 or consent of the instructor. Fall day.*

MAT 271 — Introduction to Mathematical Models

1 credit hour

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. Fall day.*

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 day.*

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 day, odd years.*

MAT 320 — 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 day, even 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 day, even 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. Spring day.*

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 day, odd 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 Eulerian and Hamiltonian circuits. *Prerequisites: MAT 350. Fall day, even 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. Spring day, odd years.*

MAT 420 — Abstract Algebra

3 hours credit

This is an introduction to algebraic systems, including groups, rings, and fields. *Prerequisites: MAT 350. Fall day, odd 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 day, even 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.*

MUSIC**Theory and Musicianship Skills****MUS 100 — Music Fundamentals****3 hours institutional credit**

This developmental course serves as a review course for students wishing to take MUS 101 who have not passed the music theory entrance exam. Additionally, this class is open to the general student who wants to learn the basics of music theory. Topics covered will include music notation (reading pitches on various clefs, key signatures, time signatures, rhythmic values), scales, intervals, and triads. *Offered on demand.*

MUS 101—Music Theory I**3 Hours Credit**

This course is a general survey of theory of the Common Practice period. Special emphasis is placed on tonal harmony, from the use of the triad to the dominant seventh chord. Part writing, ear training, and written exercises are included. *Prerequisites: MUS 100 or a passing grade on the music theory placement test. Corequisites: MUS 104 and MUA 161. Fall.*

MUS 102—Music Theory II**3 Hours Credit**

Building on the principles learned in MUS 101, this course continues to provide a general survey of theory of the Common Practice period. Special emphasis is placed on tonal harmony, from the use of the triad to the dominant seventh chord. Part writing, ear training, and written exercises are included. *Prerequisites: MUS 101 or permission of the Program Coordinator. Corequisites: MUS 105 and MUA 162. Spring.*

MUS 104—Musicianship Skills Lab I**1 Hour Credit**

This course serves as a musicianship skills component required of all music majors. MUS 104 works closely with the Music Theory I to develop hierarchical musicianship skills essential to the performance and study of music, namely the ability to sight read music alone and with others, and to hear, identify, and reproduce harmonic and melodic components of music. *Corequisites: MUS 101 and MUA 161. Fall.*

MUS 105—Musicianship Skills Lab II**1 Hour Credit**

This course serves as the second semester of a musicianship skills component required of all music majors. MUS 105 works closely with the Music Theory II to develop hierarchical musicianship skills essential to the performance and study of music, namely the ability to sight read music alone and with others, and to hear, identify, and reproduce harmonic and melodic components of music. *Corequisites: MUS 102 and MUA 162. Spring.*

MUS 201 — Music Theory III**3 hours credit**

A continuation of Music Theory 102, this course emphasizes seventh chords, altered chords, modulation and form. Concentrated study in nineteenth and twentieth-century composition techniques form the basis of MUS 202. *Prerequisites: MUS 102. Corequisites: MUS 204 and MUA 261. Fall,*

MUS 202 — Music Theory IV**3 hours credit**

A continuation of Music Theory 101-102, this course emphasizes chromatic and extended harmony, mode mixture and twentieth century harmony. Concentrated study in late nineteenth and twentieth-century composition techniques form the basis of MUS

202. *Prerequisites: MUS 201. Corequisites: MUS 205 and MUA 262. Spring.*

MUS 204—Musicianship Skills Lab III

1 Hour Credit

This course serves as the third semester of a musicianship skills component required of all music majors. MUS 204 works closely with the Music Theory III to develop hierarchical musicianship skills essential to the performance and study of music, namely the ability to sight read music alone and with others, and to hear, identify, and reproduce harmonic and melodic components of music. *Corequisites: MUS 201 and MUA 261. Fall.*

MUS 205—Musicianship Skills Lab IV

1 Hour Credit

This course serves as the fourth semester of a musicianship skills component required of all music majors. MUS 205 works closely with the Music Theory IV to develop hierarchical musicianship skills essential to the performance and study of music, namely the ability to sight read music alone and with others, and to hear, identify, and reproduce harmonic and melodic components of music. *Corequisites: MUS 202 and MUA 262. Spring.*

MUS 305—Instrumentation and Arranging

3 Hours Credit

This course is designed to familiarize students with the ranges, transpositions, and timbres of the instruments of the orchestra through actual scoring for string, woodwind, brass, and percussion instruments culminating in a final project scored for full orchestra. *Prerequisite: MUS 303. Fall, odd-numbered years.*

Music History & Literature

MUS 231, 231w — Introduction to Classical Music

3 hours credit

This course surveys Western art music (classical music) of Western Europe and the United States from Antiquity through the present era. In addition to focusing on the fundamentals of music, historical chronology, and musical styles of vocal and instrumental genres, it also considers the various social functions and cultural contexts of art music in the West. The course serves as one of several options that fulfill the core curriculum requirement in the fine arts. It is open to all students and required for those majoring or minoring in music. This class is also offered on-line. *Fall and Spring.*

MUS 233 — Music in Global Societies

3 hours credit

Engaging a variety of historical time periods and global cultures, this course examines music as a medium of human expression and as a lens through which we can understand societies. Thus, rather than a following a chronological history of one genre or another, this course is organized around the various social functions of music, such as dance, film, religion, gender, and love. It considers each of these themes in various times and places. Overall, music is treated as an anchor for understanding diverse human settings. The course serves as one of several options that fulfill the core curriculum requirement in the fine arts. It is open to all students. *Fall and Spring.*

MUS 235 — History of Jazz and Blues

3 hours credit

This course surveys the history of two art forms that are uniquely American in their origin and development. It begins with the beginnings of jazz and blues from the late nineteenth and early twentieth centuries, then traces the development of these forms and their influence on other forms of American music during the past one hundred plus years. The course serves as one of several options that fulfill the core curriculum requirements in the fine arts. *Fall.*

MUS 236 — Rock and Roll: History, Contexts, and Identities

3 hours credit

This course examines the history of Rock and Roll, from its beginnings in Blues, Folk, and Tin Pan Alley to its present-day manifestations in Alternative, Hip-Hop, and Electronica. Besides addressing chronology and key parameters of musical style, this course gives special attention to the diverse cultural contexts of rock and roll, particularly its influence on the formation of racial, social, gender, political, and regional identities. The course serves as one of several options that fulfill the core curriculum requirement in the fine arts. It is open to all students. *Spring.*

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 musical, poetic, and theological elements of hymns; historical periods of hymnody; major authors, composers, texts, tunes' and the use of hymns in modern worship services. *Prerequisites: MUS 231 or 233, or permission of the instructor. Spring, even-numbered years.*

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 or 233. Spring, odd-numbered years.*

MUS 401 — Music History I (early music to 1750)**3 hours credit**

This course surveys the history of Western music from Antiquity through 1750, concentrating on major works, styles, genres and composers of this period. *Prerequisite: MUS 233. Fall, odd-numbered years.*

MUS 402 — Music History II (1750 to present)**3 hours credit**

This course surveys the history of Western music from 1750 to the present, concentrating on major works, styles, genres, and composers. *Prerequisite: MUS 233. Spring, even-numbered years.*

MUS 405 — Choral Literature**3 hours credit**

This study of choral literature focuses on the history of choral music, the specific choral genres and literature, and important composers responsible for the development. *Prerequisites: MUS 102 and MUS 233. Fall, even-numbered years.*

MUS 406 — History of Musical Theater (also listed as DRA 406)**3 hours credit**

This course surveys musical theater in the Western world from its origins in Antiquity through Modern opera and Broadway productions. *Prerequisite: MUS 231. Spring, even-numbered years.*

MUS 442 — American Music and American History (Also listed as HIS 442)**3 hours credit**

This course is a study of the ways in which societal and cultural forces shaped American music and how music shaped American intellectual, social, and cultural development through language and improvisation. *Prerequisite MUS 231, MUS 233, or MUS 235. Spring, alternate even years.*

Additional Courses in Music**MUS 303—Introduction to Music Technology****3 Hours Credit**

This course introduces various music technology applications, especially emphasizing computer-assisted music notation, recording, and digital editing software. *Prerequisite: MUS 202 or instructor permission. Spring, odd-numbered years.*

MUS 304—Conducting**3 Hours Credit**

This study introduces the student to basic conducting techniques, emphasizing conducting patterns and appropriate gestures joined to score preparation, establishing an introductory understanding of the relationship between, gesture, musical interpretation, and ensemble sound. *Prerequisite: MUS 202 or instructor permission. Fall, even-numbered years.*

MUS 307—Integrating Arts Across the Curriculum**1 Hour Credit**

This course will explore the interdisciplinary planning, thinking and teaching strategies utilized integrating the arts (dance, music, theatre, and visual arts) with other disciplines in the K-12 curriculum. *Prerequisite: Junior standing. Fall.*

MUS 313—Songwriting Workshop**1 Hour Credit**

This course is an eight-week intensive workshop on the art of songwriting. Students will work with an industry professional as they develop songwriting techniques and skills. The course will end with a recording session in Nashville. May be taken 3 times for credit. *Prerequisite: Permission of the instructor. Fall.*

MUS 424—Church Music Administration**3 Hours Credit**

This course introduces the mechanics of administering a comprehensive church music program, first through developing and articulating a philosophy of church music based on best practices, followed by integrating music with the overall weekly and seasonal worship needs of the church, administering a church music library, understanding the resources needed for a church music program that includes various ensembles, and learning how to develop an annual music budget which integrates those needs. *Prerequisite: MUS 302. Offered on demand.*

MUS 491 — Senior Recital/Capstone Project**0 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. Students will perform these musical works and present a lecture based on his/her research. *Prerequisite: Senior status, Music major. Offered on demand.*

MUS 498—Music Internship**0-9 Hours Credit**

This course involves provides opportunities for productive, contributing learning experiences in one or more off-campus settings. The student Students will complete a portfolio of activities and learning experiences approved by the supervisor in the setting. Application for internships will be made at least six weeks before the end of the semester prior to the semester of internship. *Prerequisites: Junior standing, a minimum grade point average of 2.5., and the approval of the Program Coordinator. Offered on demand.*

MUS 499 — Selected Topics in Music**1 to 3 hours credit**

This course includes selected topics in music that vary from semester to semester. Permission of the instructor and the Provost is required before registration. Class may be repeated two times for credit. *Prerequisite: Junior or Senior status. Offered on demand.*

Applied Music Courses — Ensembles**MUA 101 — College Choir****0-1 hour credit**

The MMC Concert Choir is a mixed, SATB choral ensemble, devoted to the study of music within the historical choral canon. The MMC Concert Choir represents Martin Methodist in annual concerts and tours, as well as performances at churches and civic functions. May be repeated eight times for credit. *Prerequisite: Audition. Fall and Spring.*

MUA 111 — Chamber Choir**0-1 hour credit**

The MMC Chamber Choir is a select, auditioned mixed SATB choral ensemble, devoted to the study of music within the historical canon with an emphasis on challenging music for unaccompanied vocal ensemble. May be repeated eight times for credit. *Prerequisite: Audition or Invitation. Fall and Spring.*

MUA 121 — Instrumental Ensemble**0-1 hour credit**

This performance group covers a variety of styles from praise to jazz. May be repeated eight times for credit. Public performance and outreach are requirements of this ensemble. *Prerequisite: Audition. Fall and Spring.*

MUA 131 — Richland Creek**0-1 hour credit**

This performance group specializes in bluegrass and folk music. Basic skills in vocal and/or instrumental performance are

required for participation. The band performs all over middle Tennessee as an outreach of the college. May be repeated eight times for credit. *Prerequisite: Audition. Fall and Spring.*

MUA 141 — Quark String Ensemble

0-1 hour credit

Composed of string instrumentalists, this ensemble may fall under the category of string quartet, chamber ensemble, or other small group ensemble depending on student enrollment and the make-up of instruments. Public performance and outreach are requirements of this ensemble. May be repeated eight times for credit. *Prerequisite: Audition. Fall and Spring.*

Applied Music Courses — Group Instruction

MUA 108—Recital Attendance & Performance

0 Hour Credit

Recital Attendance & Performance encourages every music student to experience as many music offerings as possible in the development of comprehensive musical literacy, and to foster an environment where students support their peers in the context of a shared musical experience. All students enrolled in private instrumental instruction must also be registered for Recital Attendance & Performance. To pass, students are required to attend ten of the Music Program Recitals on Friday mornings, and five eligible evening concerts for a combined fifteen concerts throughout the semester. *Corequisite: MUA 110-424, All Applied Instruments.. Fall and Spring*

MUA 161 — Class Piano I

1 hour credit

This is the first course in a four-semester sequence designed to develop basic keyboard and musicianship skills including technique, sight reading, harmonization, accompaniment, theory, and piano repertoire in preparation for the Piano Proficiency Examination. *Prerequisite: Instructor permission required for all non-music majors. Corequisites: MUS 101 and MUS 104. Fall.*

MUA 162 — Class Piano II

1 hour credit

This is the second course in a four-semester sequence designed to develop basic keyboard and musicianship skills including technique, sight reading, harmonization, accompaniment, theory, and piano repertoire in preparation for the Piano Proficiency Examination. *Prerequisite: MUA 161 or instructor permission. Corequisites: MUS 102 and MUS 104. Spring.*

MUA 261—Class Piano III

1 Hour Credit

This is the third course in a four-semester sequence designed to develop basic keyboard and musicianship skills including technique, sight reading, harmonization, accompaniment, theory, and piano repertoire in preparation for the Piano Proficiency Examination. *Prerequisite: MUA 162 or instructor permission. Corequisites: MUS 201 and MUS 204. Fall.*

MUA 262—Class Piano IV

1 Hour Credit

This is the fourth course in a four-semester sequence designed to develop basic keyboard and musicianship skills including technique, sight reading, harmonization, accompaniment, theory, and piano repertoire in preparation for the Piano Proficiency Examination. *Prerequisite: MUA 261 or instructor permission. Corequisites: MUS 202 and MUS 205. Spring.*

Applied Music Courses — Private Lessons

MUA 110, 111, 210, 211, 310, 311, 410, 411—Applied Piano Levels I-VIII

1 Hour Credit

MUA 112, 113, 212, 213, 312, 313, 412, 413—Applied Voice Levels I-VIII

1 Hour Credit

MUA 114, 115, 214, 215, 314, 315, 414, 415—Applied Guitar Levels I-VIII

1 Hour Credit

MUA 116, 117, 216, 217, 316, 317, 416, 417—Applied Violin Levels I-VIII

1 Hour Credit

MUA 118, 119, 218, 219, 318, 319, 418, 419— Levels I-VIII

1 Hour Credit

MUA 120, 121, 220, 221, 320, 321, 420, 421— Levels I-VIII

1 Hour Credit

Applied music courses typically involve one-half hour of private instruction for non-music majors and minors, and one hour of private instruction for music majors each week. Levels 1-2 are freshman and sophomore levels, required for music majors and minors. Levels 3-4 are junior and senior levels, required for music majors. Students enrolled in private lessons will be required to pay a \$100 practice room fee each semester. May be repeated 8 times for credit. *Prerequisite: Audition. Fall and Spring. Corequisite: MUA 108.*

NURSING – PRE-LICENSURE BACCALAUREATE PROGRAM

(All require admission to the MMC Nursing Program)

NUR 340 — Pathophysiology I

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. Emphasis will be placed on cellular biology, mechanisms of self-defense, pain, temperature, sleep and sensory dysfunction, endocrine, musculoskeletal, digestive, and musculoskeletal systems basic chemistry, and nutrition. The concepts and application of anatomy and physiology will be used to promote an understanding of pathophysiological processes. *Co-requisites: NUR 342, NUR 343.*

NUR 341 — Pathophysiology II

3 hours credit

This course will provide a continuation of the in-depth study of the pathophysiology associated with diseases common to culturally diverse patients across the lifespan. Emphasis will be placed on Cellular proliferation (cancer), endocrine, neurological, renal, cardiovascular, hematologic, and reproductive systems. The concepts and application of anatomy and physiology will be used to promote an understanding of pathophysiological processes. *Prerequisite: NUR 340. Co-requisites: NUR 344, NUR 345, NUR 346.*

NUR 342 — Critical Thinking

3 hours credit

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, medication dosage calculation, and critical thinking. for medication dosage calculation, basic information for determining medication dosages and calculations will be presented. Emphasis is placed on determining correct and safe dosages of medications given through a variety of routes. Commonly used terms and abbreviations utilized during medication preparation and administration will also be presented. Medical terminology is designed to introduce the student to terms and abbreviations used by health care professionals. Critical thinking is a methodical preparation for more effective reasoning and improved cognitive skills. Its ambition is to develop those intellectual dispositions that are essential for making reasonable decisions. *Co-requisites: NUR 340, NUR 343.*

NUR 343 — Introduction to Nursing

6 hours credit

A foundation for clinical nursing practice with a focus on the elderly, communication, safety, hygiene, mobility, and comfort. The inflammatory response and alterations in the sensory and integumentary systems are covered in this course. The basic components of the nursing process are presented as a framework for beginning clinical practice. This course includes field experiences in the community and in geriatric facilities for beginning conceptualization of the role of the nurse as leader, advocate, and direct caregiver in impacting national health goals in caring for adult patients across the lifespan. Three hours theory, two hours clinical, one hour clinical simulation lab. *Prerequisite: Admission to the Division of Nursing generic BSN program.*

NUR 344 — Fundamentals of Nursing

6 hours credit

Students are expected to collaborate with members of the health care team to plan and implement care as well as evaluate patient responses to selected interventions. The relationship among evidence, theory, quality, cost effectiveness and nursing care will be explored. Special emphasis is placed on patients experiencing oxygenation, tissue perfusion, fluid and electrolyte imbalances, and surgery, as well as patients experiencing acute and chronic alterations in the cardiac, endocrine, and respiratory systems. This course includes field experiences in the community, and acute care facilities for growing conceptualization of the role of the nurse as leader, advocate, and direct caregiver in caring for adult patients across the lifespan. Three hours theory, two hours

clinical, and one hour clinical simulation lab. *Prerequisite:* NUR 343. *Corequisites:* NUR 340, NUR 345, NUR 346.

NUR 345 — Pharmacology

3 hours credit

This course is the study of principles of basic pharmacology including drug classifications, pathophysiologic basis for drug therapy, special considerations for drug administration, and dosages and calculations of medications. Responsibilities of the professional nurse in patient-centered, safe, effective medication administration will be emphasized. *Prerequisite:* NUR 210. *Co-requisite:* NUR 340, 342, NUR 346.

NUR 346 — Health Assessment

3 hours credit

This course introduces students to the basics of data collection needed to form a plan of care for patients. It exposes students to health promotion and disease prevention strategies related to Healthy People 2020 (and subsequent years following) goals for the nation. The focus of the course is on developing the skills and strategies needed to assess patients. Students are expected to be able to complete a facility based head to toe assessment. Data collection essential to the nursing process will focus on the adult and geriatric populations and assessment of the integumentary, respiratory, cardiac, and endocrine systems. *Prerequisite:* NUR 343. *Co-requisite:* NUR 340, NUR 344, NUR 345.

NUR 347 — Adult Health Nursing I

6 hours credit

This course builds upon the knowledge and skills mastered in previous nursing courses. Knowledge of the relationship among evidence, theory, quality, cost effectiveness and nursing care will continue to grow. Students are expected to collaborate with members of the health care team to plan and implement interventions and to evaluate patient responses to selected interventions in caring for adult and elderly patients. Special emphasis is placed on patients experiencing co-morbid conditions which include alterations in immunologic, hematologic, gastrointestinal, musculoskeletal, neurologic, renal, and reproductive functioning. This course includes field experiences in the community, and acute care facilities for advancing the conceptualization of the role of the nurse as leader, advocate, and direct caregiver in caring for adult patients across the lifespan. Three hours lecture, two hours clinical, and one hour clinical simulation lab. *Prerequisite:* NUR 340, NUR 341, NUR 344. .

NUR 348 — 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. *Prerequisite:* NUR 344.

NUR 440 — Care of Pediatrics

4 hours credit

Safe, effective, patient centered evidence based nursing care of families with infants, young children, and adolescents will be explored. Emphasis is on health promotion, maintenance, and restoration as well as disease prevention and harm reduction. Acute, chronic, developmental, and psychosocial disorders common to children will be discussed and analyzed. The impact of diverse cultural values and beliefs related to the delivery of nursing care to children will be explored. Opportunities for clinical practice will be scheduled in healthcare agencies, schools, and community organizations. Two and a half hours theory, one hour clinical, and one-half hour clinical simulation lab. *Prerequisite:* NUR 347.

NUR 441 — Mental Health Nursing

4 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-professional health care team members, information management and professional accountability. Nursing and intraprofessional evidence based interventions that enhance, promote, maintain, and restore mental health will be analyzed. Two and a half hours theory, one hour clinical, one half-hour simulation lab. *Prerequisite:* NUR 347.

NUR 442 — Care of Obstetrics**4 hours credit**

Critical thinking and the nursing process will provide the framework for promotion, maintenance, and restoration of health and harm reduction for well and high-risk patients of culturally diverse populations during the complete childbirth experience. Emphasis will be placed on communication and therapeutic interventions during the prenatal, intra-partum, postpartum, and neonatal periods. Students will work with an inter professional team while providing safe, effective, patient centered evidenced base care to selected patients in a supervised clinical setting. Two and a half hours theory, one hour clinical, one half-hour simulation lab. *Prerequisite: NUR 347.*

NUR 443 — 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 347.*

NUR 444 — Adult Health Nursing II**6 hours credit**

This course builds upon the knowledge and skills mastered in previous nursing courses. Knowledge of the relationship among evidence, theory, quality, cost effectiveness and nursing care will continue to grow. Students are expected to collaborate with members of the health care team to plan and implement cost effective, safe interventions in caring for patients as well as evaluate patient responses to selected interventions in caring for adult and elderly patients. Special emphasis is placed on patients that are critically ill. This course includes field experiences in the community and acute care facilities (critical care, step down, telemetry units) for advancing the conceptualization of the role of the nurse as leader, advocate, and direct caregiver in caring for adult patients across the lifespan. Three hours lecture, two hours clinical, one hour clinical simulation lab. *Prerequisite: NUR 347.*

NUR 445 — Nursing Leadership**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. *Prerequisite: NUR 347.*

NUR 446 — Community Health Nursing**4 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 patients, communities, aggregates, and populations. Community assessment strategies and health promotion strategies at each level of prevention, the impact of healthcare 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. Three hours lecture, one hour clinical. *Prerequisites: NUR 347.*

NUR 447 — Senior Seminar**2 hours credit**

This course is intended to assist the nursing student in transitioning from the role of student nurse to role of generalist nurse. Content of this course covers content from courses other than medical-surgical nursing to prepare students for the NCLEX exam. *Prerequisite: Successful completion of all nursing courses prior to last semester of nursing.*

RN-BSN Baccalaureate Program**NUR 302 RN – Health Assessment****3 credit hours**

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 process including interviewing strategies and

establishing and managing written 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 credit hours

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

NUR 305 RN – Professional Development

3 credit hours

This course expands and advances registered nurses' theoretical and professional knowledge. Inter-professional health care theories, nursing theories, and models are explored and their impact on health care 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 402RN.*

NUR 401 RN – Community Health Nursing

3 credit hours

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, NUR 303 RN, NUR 402 RN or consent of the Division of Nursing*

NUR 402 RN – Nursing research

3 credit hours

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. *Prerequisites: Admission to the RN-BSN program, licensure as a registered nurse*

NUR 403 RN – Issues and Trends in Professional Nursing

3 credit hours

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 Leadership Processes

3 credit hours

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. *Prerequisite: Admission to the RN-BSN program, licensure as a registered nurse. Co-Requisite: NUR 453 RN, NUR 401 RN.*

\PHILOSOPHY — see Religion

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 will provide a more complete understanding of our physical environment. PHY 102 will concentrate primarily upon chemistry, geology, meteorology. PHY 101 will emphasize physics and space science. Three hours lecture and two hours laboratory per week. *Prerequisite 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. *Prerequisites: PHY 241. Spring, odd numbered years.*

POLITICAL SCIENCE

POLS 220 — Introduction to Political Science (also listed as HIS 220)

3 hours credit

This course is an introduction to the historical, philosophical, and methodological approaches to American politics, political theory, comparative politics, international politics, public administration, and constitutional law. *Offered on demand.*

POLS 221 — American Government (also listed as HIS 221)

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.*

POLS 222 — State and Local Government (also listed as HIS 222)

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. *Offered on demand.*

PSYCHOLOGY

PSY 113 — 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 (Gestalt Organizing principles of visual perception, spatial perception), learning (classical conditioning, operant conditioning, social-cognitive learning), memory and cognition, intelligence (assessment, adaptive functioning, and creativity), motivation and emotion, health psychology (wellness, stress management) social and cultural psychology, personality theories, psychological disorders and therapy. *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 113 or permission of the instructor. Fall day and on-line, Spring day and evening.*

PSY 305 — Educational Psychology (Also listed as EDU 305) 3 hours credit

This course examines theories of learning and development as they apply 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 113, PSY 211. Fall evening and Spring day.*

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. *Prerequisite: PSY 113 and PSY 211. Fall day, Spring evening, odd-numbered years.*

PSY 311 — Intervention Methods I (Also listed as SOW 311) 3 hours credit

Counseling techniques with individuals and families are studied. *Prerequisites: PSY 113, SOC 211 or SOW 220. Fall every third year.*

PSY 312 — Marriage and Family (also listed as SOC 312 and SOW 312) 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 113. Fall day, Spring evening, odd-numbered years.*

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 113 or 211. Fall day, Spring evening, even-numbered years.*

PSY 321 — Theory and Practice of Counseling 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 113. Fall day and on-line, Spring evening.*

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 113. Fall day and on-line, Spring evening.*

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 the 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 113 and CJ 215 or permission of instructor. Offered on demand.*

PSY 350 — The Study of Deviant Behavior (also listed as CJ 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 113 and SOC 211 or CJ 215. Offered on demand.*

PSY 351 — Abnormal Psychology 3 hours credit

This study of the causes and effects of abnormal behavior emphasizes diagnosis, DSM-5 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 113. Fall evening, Spring day, Summer on-line.*

PSY 352 — Gerontology (also listed as SOW 352) 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: PSY 113, 211. Fall day, Spring evening, even-numbered years.*

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 113. Fall day and on-line, Spring evening.*

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 113. Fall evening, Spring day, odd-numbered years.*

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. *Prerequisites: PSY 113. Fall day, Spring evening, odd-numbered years.*

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 113. Fall day, even-numbered years; Fall evening, odd-numbered years.*

PSY 373 — Psychology of Forgiveness 3 hours credit

The course is designed to address the issue of forgiveness using several major models. Questions such as: How does one forgive? Can we choose to forgive immediately by sheer act of will power? How do we develop the spiritual discipline of forgiveness? will be posed and explored. *Prerequisites: PSY 113, or permission of instructor. Offered on demand.*

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: PSY 113, 331. Fall evening, Spring day and on-line.*

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 113, 321. Fall evening, Spring day and on-line.*

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 113, 311. Spring every third year.*

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 113. Fall evening, Spring day and on-line.*

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. *Prerequisites PSY 113, 351. Fall evening, Spring day, even-numbered years.*

PSY 415, 425 — Practicum 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. Pass/Fail. *Prerequisites: PSY 113, 211, 321, 351, 400, 2.5 GPA, Junior status and approval of faculty committee. Practicum I: Fall and Spring. Practicum II: Fall day, Spring evening, odd-numbered years.*

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-behavior, relationships, plasticity of the developing brain, sensation and perception, language and memory, sleep and dreaming, cognitive disorders, drugs and behavior, stress and psychological disorders. *Prerequisite: PSY 113. Fall day and on-line, Spring evening.*

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 for the senior comprehensive exam is included. *Prerequisites: Senior status and approval of seminar professor. Fall evening and Spring day.*

PSY 460 — Psychology and the Law (Also listed as CJ 460)

3 hours credit

This course provides insight into psychology and the law as a legally relevant science and practice of psychology. While the course's emphasis is on psychological science and practice, it also addresses the legal history of many key topics, and presents the current status of relevant theories and court decisions. *Prerequisites: PSY 113, CJ 215, or permission of instructor.*

PSY 498 — Psychology/Social Work Internship (Also listed as SOW 498)

1 to 12 hours credit

This course involves productive, contributing learning experiences in one or more off-campus settings. The student will complete a portfolio of activities and learning experiences approved by the supervisor in the setting. Applications for internships will be made at least six weeks before the end of the semester prior to the semester of internship. *Prerequisite: Junior standing, a minimum grade point average of 2.5, and the approval of the program coordinator. Offered on demand.*

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. *Prerequisite: Senior Classification and permission of instructor. 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 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 day and on-line; Spring day; Summer day.*

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 followed by a survey of its books with special emphasis upon the life and teachings of Jesus of Nazareth and Paul, the apostle. *Fall day and on-line; Spring day; Summer evening.*

REL 201 — World Religions**3 hours credit**

An introductory study of the major religions of the world that acquaints the student with the beliefs, practices, and cultural expressions of each. *Spring day.*

REL 241 — Introduction to Philosophy**3 hours credit**

This study of the nature and scope of philosophy introduces students to the major philosophical concepts from Socrates to Sarte, relating these concepts to the student's personal credo. *Fall and Spring day.*

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. *Spring day, even 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 day, every four years or as needed.*

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. Fall day, every four years or as needed.*

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 day, even 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.*

REL340 — Worship in the Christian Community

3 hours credit

This course examines the history and changing nature of worship in the Christian community with particular focus on the American Christian community. Visiting various worship experiences off campus is required. *Prerequisite: REL 102. 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 day, odd years.*

REL 361 — Christian Education for Children

3 hours credit

This course is designed to explore the theories of child faith development and educational practices with children. These theories will be used to address the biblical and practical nature of the role of the congregation and family in nurturing Christian faith in children within a given congregational context. *Fall day, even years.*

REL 362 — Models of Youth Ministry

3 hours credit

This course introduces students to the field of youth ministry, examining its history and theological foundations. It will cover both church and para-church paradigms and models and their development. Specific attention will be given to the tools and practices for developing theologically based, developmentally appropriate contextual models of youth ministry. A broad spectrum of issues that affect and inform youth ministry model development will be covered including community and local church culture, working with parents, social justice and youth, globalization, multi-cultural youth ministry, and the youth worker as a person. This course requires a practical experience lab in a local church. *Spring day, odd 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. Offered on demand.*

REL 364 — Models of Children's Ministry

3 hours credit

This course introduces students to the field of children's ministry, examining its history and theological foundations. It will cover both church and para-church paradigms and models and their development. Specific attention will be given to the tools and practices for developing theologically based, developmentally appropriate contextual models of children's ministry. A broad spectrum of issues that affect and inform children's ministry model development will be covered, including community and local church culture, working with parents, social justice and children, globalization, multi-cultural children's ministry, and the children's worker as a person. This course requires a practical experience lab in a local church. *Spring day, odd years.*

REL 366 — Leadership in Educational and Formational Ministries

3 hours credit

This course will integrate leadership study and practice with an exploration of the inner life of the spiritual leader. Students will explore the dynamics, characteristics, and concepts of biblical leadership along with issues such as personal identity, spiritual practices, and the role of the community of faith in the spiritual leader's faith journey. A broad range of leadership issues will be explored including ethics and integrity, communication, current leadership trends, second chair leadership, and leading teams in Christian organizations. *Fall day, even years.*

REL 368 — Administration of an Educational Ministry

3 hours credit

This course will focus on both the theory and the "nuts and bolts" of administering the church's educational ministries. Topics

include organizational and systems theory and their practical application to local church contexts, conflict management, staffing, church-staff relationships, planning, the dynamics of team ministry, working with and training lay leaders, facilities, budgeting, promotional skills and other subjects related to the leadership of an active and effective church educational ministry. *Fall day, odd 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 day, even years.*

REL 371 — Concepts of Being Human

3 hours credit

This 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 day, odd 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 day, even 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 day, odd 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 day, even years.*

REL 380 — The Battle for God: Fundamentalism in Religious Life

3 hours credit

This course seeks to understand the causes, 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. *Spring day, odd years.*

REL 382 — Curriculum and Instruction in an Educational Ministry

3 hours credit

The course will focus on the principles of scope and sequence in curriculum development and on evaluation of available curriculum resources for all aspects of the church’s educational ministry from children through adults. This course will also explore how children, youth, and adults learn and will survey teaching methods for each age group. This course will incorporate lab time where students develop and present curriculum plans, lesson plans, lessons, and talks. *Fall day, even years.*

REL 385 — Adolescent Faith Development and Discipleship

3 hours credit

This course will survey the history of adolescence, adolescent developmental theories, and current research in adolescent psychosocial development and culture. In addition, students will assess current discipleship strategies and models toward building congregationally based, developmentally appropriate approaches to a sustainable adolescent faith. *Fall day, even years.*

REL 388 — Topics and Issues in Youth Ministry

1 hour credit each—3 hours maximum

The Topics and Issues courses are off-campus conferences and seminars specific to youth ministry which students may attend for MMC credit. Students may take up to three one-hour Topics and Issues courses. The Professor of Educational Ministry must

approve the conferences and seminars. Course work will be outlined in the syllabus.

REL 389 — Topics and Issues in Children’s Ministry **1 hour credit each—3 hours maximum**

The Topics and Issues courses are off-campus conferences and seminars specific to children’s ministry which students may attend for MMC credit. Students may take up to three one-hour Topics and Issues courses. The Professor of Educational Ministry must approve the conferences and seminars. Course work will be outlined in the syllabus.

REL 391 — Religious and Philosophical Perspectives on the Environment **3 hours credit**

An introduction to prominent questions and themes in environmental philosophy and religion that studies theoretical approaches to nature and the place of humans in the environment while examining the theological notion of the environment as sacred creation. *Spring day, odd 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 of the instructor. Fall and Spring, day.*

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 day, odd 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 day, odd 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 day, odd 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 425 — Senior Seminar in the Church’s Educational Ministry **3 hours credit**

Using a seminar format, this capstone course will be the final step in preparing students for work in a church or para-church ministry through the following: 1) exploring the questions and issues that often emerge in youth and children’s ministry utilizing a combination of case studies and guest speakers; 2) developing a portfolio which highlights the student’s work, grades, practicum experience, assessments, and recommendations; 3) writing a research paper which outlines the student’s theology of ministry. *Prerequisites: Senior status or permission of the instructor. Spring day.*

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 day, odd 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 by permission of the instructor. Spring day, odd 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 day, even years.*

REL 455 — Senior Seminar in Religion and Philosophy**3 hours credit**

Each person majoring in Religion and Philosophy (not in the Church's Educational Ministry or in 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. Offered on demand.*

REL 499 — Selected Topics and Readings in Religion**1-3 hours credit**

Fourth-year students may pursue a systematic reading program, laboratory project, or field study 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 and Counseling****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 day and on-line, Spring evening.*

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: SOW 201. Fall evening, Spring day, even-numbered years.*

SOW 311 — Intervention Methods I (also listed as PSY 311)**3 hours credit**

Counseling techniques with individuals and families are studied. *Prerequisites: PSY 113, SOC 211 or SOW 220. Fall, every third year.*

SOW 312 — Marriage and Family (also listed as PSY 312 and SOC 312)**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 113. Fall day, Spring evening, odd-numbered years.*

SOW 352 — Introduction to Gerontology (also listed as PSY 352)**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. Fall day, Spring evening, even-numbered years.*

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. *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 113. Fall day and on-line, Spring evening.*

SOW 400 — Research Methods and Advanced Statistics (also listed as PSY 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 requirement and PSY 113, 331. Fall day and evening, Spring day and on-line.*

SOW 410 — Intervention Methods II / Group Counseling (also listed as PSY 410)**3 hours credit**

This course is a presentation of theory and techniques for group intervention. *Prerequisites: SOC 211 and PSY 113, 311. Spring, every third year.*

SOW 415, 425 — Human Service Practicum I, II (also listed as PSY 415, 425)**1-12 hours credit**

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: PSY 113, 211, 321, 351, SOW 201. Junior status and approval of practicum professor: Practicum I: Fall and Spring. Practicum II: Fall day and Spring evening, odd-numbered years.*

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 the senior comprehensive exam. *Prerequisites: Senior status and approval of seminar professor. Fall evening, Spring day.*

SOW 498 — Psychology/Social Work Internship (also listed as PSY 498)**1 to 12 hours credit**

This course involves productive, contributing learning experiences in one or more off-campus settings. The student will complete a portfolio of activities and learning experiences approved by the supervisor in the setting. Applications for internships will be made at least six weeks before the end of the semester prior to the semester of internship. *Prerequisite: Junior standing, a minimum grade point average of 2.5, and the approval of the program coordinator. Offered on demand.*

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 Provost is required before registration. *Prerequisite: Senior classification. Offered on demand.*

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 day and on-line, and Spring evening.*

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. Fall evening, Spring day, even-numbered years.*

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. *Offered on demand.*

SOC 312 — Marriage and Family (also listed as SOW 312)**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 113. Fall day, Spring evening, odd-numbered years.*

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. *Prerequisites: SOC 211. Offered on demand.*

SOC 435 — Sociology of law (also listed as CJ 435)**3 hours Credit**

This course 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. *Prerequisite: SOC 211, CJ 215, or by permission of professor, or offered on demand.*

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 the Provost is required before registration. *Prerequisite: Senior Classification. Offered on demand.*

SPORT MANAGEMENT**SPM 310 — Sport Communication****3 hours credit**

An introduction and overview of the field of sport communication; specific topics include modes of sport communication, print and electronic media, sport advertising, public relations, media relations, and employment opportunities. Students will have the opportunity to critically assess the communication efforts of sports organizations as well as construct their own communications in the field of sport. Topics include distinctions among careers in sports media, including sports journalism and sports communications, values and ethics, sports and data, message development, image building, crisis management and emerging media. *Fall.*

SPM 320 — Sport Governance and Leadership**3 hours credit**

This course introduces the student to the power and politics of sport organizations and principles and practices of their governance in amateur and professional sports at the community, state, national, and international levels. Emphasis will be

given to concepts of economic, political, and social factors impacting sport governance, leadership, ethics, and governance trends and challenges. This course will include, but is not limited to, an examination of the National Collegiate Athletic Association, National Association of Intercollegiate Athletics, and national and international professional sports leagues. *Fall.*

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. *Prerequisites: HPPE 200 and 210 or prior approval by the program coordinator. Spring.*

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: HPPE 200 and 210 or prior approval by the program coordinator. Spring.*

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: HPPE 200 and 210 or prior approval by the program coordinator. Fall.*

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. *Prerequisites: HPPE 200 and 210 or prior approval by the program coordinator. Spring.*

SPM 405 — Sport Sales and Revenue Generation

3 hours credit

This course provides a foundation in the principals and significance of sales and revenue generation in the business of sport through a mix of theoretical fundamentals and practical application. Topics include key sales and revenue generation elements such as the sports sales process, relationship-building and customer service, business development, and more. Pertinent concepts related to sponsorship, licensing, sales force management, consumer incentives, and customer service will be included. Completion of this course will provide students with the essential skills to become successful sales executives in the field of sport. *Fall.*

SPM 410 — Sport Facilities and Event Management

3 hours credit

This courses addresses the principles and procedures involved in sport facility and event management. Emphasis will be given to planning new sport facilities and events, operation of facilities and attracting events, and event planning, production, and evaluation. *Spring.*

SPM 498 — 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: a 2.50 or better grade point average in sport management courses, a grade of "C" or better in all sport management courses, and approval of intern assignment by intern advisor. Fall, Spring, or Summer.*

SUSTAINABILITY

SUST 101 — Introduction to Sustainability

3 hours credit

This course is designed to provide an interdisciplinary framework within which students can study the foundations of sustainability, and learn how to apply this knowledge to the development and implementation of sustainable values, practices, technologies, and strategies in our homes, on campus, in the workplace, and in our communities. It emphasizes interconnections

between environment, economy and society, and encourages and empowers students to tackle the complex socio-environmental problems confronting our communities and the world. *Fall*

TUTOR TRAINING PRACTICUM

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 the 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.

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. The minimum requirements for consideration for this scholarship include a minimum ACT score of 24 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.

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. Applicants must be current and active members 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 churches. Students may major in any subject area. Selection of recipients is determined by a formal competition that 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 is given to students in a medical field or to 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.

BETTY ANNE STUART ALEXANDER SCHOLARSHIP: This scholarship was established in March 2008 through a provision in the estate plan of James G. Alexander, class of 1957 and board of trustee member, in memory of his beloved wife, Betty, class of 1956, to acknowledge their long-time connection with Martin Methodist College. Priority shall be given to students who are in the average range of academic ability but who have high motivation to complete a college education. A preference may be given to persons of Mexican or other Hispanic origin who are first generation college students; however, this is not to be taken as a requirement or directive.

JOHN MARK ALLEN MEMORIAL SCHOLARSHIP: Established in memory of John Mark Allen by 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 Gallahers 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 BAILEY SCHOLARSHIP: This endowed scholarship was established in 2001 in memory of Russell Bailey by the Bailey family. The awards consider each applicant's scholastic achievements, educational goals, recommendations regarding leadership in school and community, and character. Priority is 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.

SHERRY WHITE BANKS SCHOLARSHIP: This scholarship was established in 2011 by Mr. and Mrs. Jim Banks of Jacksonville, Florida. Priority is given to students seeking a degree in elementary 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 endowed scholarship, established by Raymond and Julia Bellgrau, is to be given to a non-athlete.

BIRDSONG OPPORTUNITY SCHOLARSHIP: This scholarship was established on October 22, 2014 through the estate of Robbie Schnepf, class of 1936. Priority shall be given to B and C students in the South Central Tennessee and North Alabama areas.

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

FLOYD & SARA FORD BOWMAN 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.

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

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: The scholarship was established through the estate of Rufus E. Campbell. Awards are made on the basis of need as demonstrated through Martin Methodist College's normal financial aid application procedures. Priority is 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 is 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.

BILLY AND MARIE CRAIGHEAD SCHOLARSHIP: The Billy & Marie Craighead Scholarship was established in 2013 by Mrs. Marie Craighead. Her husband, Billy served as a United Methodist minister of the Tennessee Conference and retired in 1994. Priority shall be given to students pursuing a career in the ministry.

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: This scholarship was 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 FUND: 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.

LOUCILLE MCKEE FITZPATRICK SCHOLARSHIP: This endowed scholarship was established in 1999 by Mrs. Ida F. Wallace in memory of her mother Loucille 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.

DR. FRED E. FORD SCHOLARSHIP: This scholarship was established in memory of Dr. Fred E. Ford by family and friend 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. Rejoining the faculty at Martin in 1991 as director of planning and continuing education, in 1996 he became the Vice President for Academic Affairs. Ford had an impact on Martin's transition from a junior college to a four-year institution and played a critical role in the development of the long-range plan Martin 2010. Priority is 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 is given to Pre-Seminarians.

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.

BARBARA PHILLIPS GARCIA SCHOLARSHIP FUND: This scholarship was established on June 10, 2008 by the family and friends of Barbara Phillips Garcia for her extraordinary dedication and service to the Church represented in Barbara Phillips Garcia's life, ministry and testimony. Priority shall be given to students who have demonstrated potential for leadership in the United Methodist Church. Special consideration should be given to students from Latino/Hispanic backgrounds and other ethnic backgrounds under-represented in the Church.

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.

THOMAS K. AND ADDIE P. 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.

THE ETHEL REBECCA HOLT SCHOLARSHIP: The Ethel Rebecca Holt Scholarship was established on November 11, 2013 by the Margaret Senior Circle of the International Order of the King's Daughters and Sons, Pulaski, Tennessee. This scholarship fund was created as a memorial for the named honoree, a King's Daughter and educator. Priority shall be given to students pursuing a career in the fields of education, religion or healthcare. A student must maintain a 2.5 grade point average for 4 years. The scholarship is not restricted to a Giles County student.

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.

WILLIAM BRYAN JACKSON MEMORIAL SCHOLARSHIP: The William Bryan Jackson Memorial Scholarship was established on June 30, 2013 through the estate of Frank B. Jackson. Priority shall be given to students from Giles County with financial need.

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 United Methodist students from Giles County.

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.

FAYE AVRIL LAYNE CHORAL SCHOLARSHIP: This scholarship was established on June 4, 2013 by The Reverend Larry C. Layne (Class of 1962) in memory of his wife, Faye Avril Layne (Class of 1964). Priority shall be given to choral 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 endowed 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.

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.

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 is 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 is given to students of financial need who are preparing to enter careers of service to others.

JOHN A. MORRIS SCHOLARSHIP: This scholarship was established in 1996 through the Estate of Helen Morris Zuccarello in memory of her father. Mrs. Zuccarello, a member of the class of 1919, went on to affect the thousands of high school students she taught American History. The recipient must possess leadership qualities as demonstrated by active participation in school, church and /or community activities. The recipient must show academic excellence and demonstrate financial need.

WILLIAM H. "BILL" MOSS MINISTERIAL SCHOLARSHIP FUND: A fund was created to honor a longtime minister of the United Methodist Church. Proceeds aid students who are preparing for the United Methodist ministry.

THE MARTHA C. NICKELL ENDOWED SCHOLARSHIP: This scholarship was established in 1994 by The Reverend Marcus P. Nickell in honor of his wife Martha C. Nickell. Recipients must demonstrate financial need and shall be selected on the basis of personal character and potential for success in college.

SKYLINE AUXILIARY NURSING SCHOLARSHIP: This scholarship was established on November 22, 2005 by the Auxiliary at Skyline Medical Center in Nashville. The award is given exclusively to students enrolled in the Nursing Program.

WILLIAM & MARY OMOHUNDRO SCHOLARSHIP FUND: This scholarship was established by Mr. and Mrs. James P. Moon as a tribute to Mr. and Mrs. William Omohundro and is for students who demonstrate need, good character, and outstanding academic progress.

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

ERNESTINE C. PARKER ENDOWED SCHOLARSHIP: This scholarship was established in 2010 through the estate of Ernestine C. Parker. Applicants must express intent to serve in the Tennessee Annual Conference of the United Methodist Church. First priority is given to applicants from the Gideon United Methodist Church; second, to applicants from the Greenbrier, Tennessee, community; third, to applicants from Robertson County, Tennessee; fourth, to applicants from the Clarksville District; and fifth, to applicants from the Tennessee Annual Conference. If there are no candidates that meet any of the criteria, then the award may be given to applicants from anywhere within Tennessee.

OCTA PATTERSON MEMORIAL SCHOLARSHIP: This scholarship is available to a United Methodist student from Marshall County who enrolls at Martin Methodist College. It is awarded by the ministers of Marshall County.

CHUCK PAYSINGER MATHEMATICS SCHOLARSHIP FUND: This scholarship was established on May 21, 2015 by Chuck Paysinger, longtime mathematics instructor at Martin Methodist College whose tenure began in 1965 and ended with his retirement in 2015. This scholarship is to be awarded to the recipient of the Chuck

Paysinger Mathematics Award which is presented each year at the honors convocation. In any year should no individual student be eligible to receive the entire award, the College may use its discretion as to who would be suitable as recipients by contacting the math department for next highest scoring math student.

MAMIE PAYSINGER MEMORIAL SCHOLARSHIP: This endowed scholarship is awarded annually to a resident of Giles County who has a need for assistance and who is capable of maintaining satisfactory academic achievement.

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 major.

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 AND 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 is 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, established in September of 2009 by Sara Preer Edmunds, is 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.

BIRCHETT-REID SCHOLARSHIP FUND: This scholarship was established on June 5, 2013 by Bill and Sara B. Reid (Class of 1954) in memory of their parents, Cornelia Climer and William Selby Birchett and Margaret Eads and Robert Crawford Reid. Priority shall be given to students with a financial need.

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 Maedell 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.

JANET LEIGH SMITH MEMORIAL SCHOLARSHIP: The Janet Leigh Smith Memorial Scholarship was

established on December 12, 2014 by Wayne Smith in memory of his daughter, Janet Leigh Smith, class of 1979. Priority shall be given to students in need.

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. Johnston 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 is given to students preparing for careers in church-related vocations, and those active in the Center for Church Leadership (CCL) programs. Recipients are chosen by the CCL.

SARA MARGARET (PEGGY) SPEICH ENDOWED SCHOLARSHIP: This award was established on February 13, 2014 by the Reverend Garry D. Speich in memory of his wife, Sara Margaret (Peggy) Speich (Class of 1964). Priority shall be given to students majoring in Elementary Education with preference to those living in the Hermitage and Mt. Juliet, Tennessee area.

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 SCHOLARSHIP: 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.

THE REVEREND AND MRS. J.C. STEWART SCHOLARSHIP: This scholarship was established on October 17, 2013 by The Reverend (Class of 1979) and Mrs. J.C. Stewart. Priority shall be given to students going into the ministry.

MR. AND MRS. A. J. SWINEY MEMORIAL SCHOLARSHIP: This endowed 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.

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 is

awarded to needy and deserving students.

DESERE THORNTON MEMORIAL SCHOLARSHIP: This fund was established in November of 2009 by family and friends after the death of Desere Thornton and her two sons, Jerrod and Anthony. Desere served as adjunct instructor of physical education at Martin Methodist College and was a member of the class of 2007. Priority shall be given to a student from Giles County majoring in physical education.

REV. THURMAN WESLEY TIDROW SCHOLARSHIP: Priority for the scholarship is given to students in Church Leadership (Church Vocations Major or Christian Education Major) with the 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 is awarded on the basis of need as demonstrated through the College's normal financial aid application procedures. Priority is 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 (1941), through a charitable gift annuity to the College. First priority is given to students who are beginning or continuing their college career at a non-traditional college age of 25 or 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 is 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 (1943) and Neila J. Kimbrough. Priority is given to female students from Tennessee.

L.C. AND ANN TROUT ENDOWED SCHOLARSHIP: Established by L.C. , class of 1954, and Ann Troutt, this scholarship is awarded to needy students who possess leadership qualities as demonstrated by active participation in school, church, and/or community activities. Rev. Troutt is a retired United Methodist minister.

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.

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.

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

MILDRED VAN HORN ENDOWED SCHOLARSHIP: This scholarship fund was established in 2010 through the estate of Mildred Van Horn. Mrs. Van Horn was in the Martin Methodist Class of 1948. Priority is given to students from Marshall County, Tennessee.

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 is given to students 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 natives 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.

TERESA WILLIAMSON NURSING SCHOLARSHIP: This scholarship was established in 2011 in memory of longtime Giles County nurse and educator, Teresa Williamson, by family and friends. Mrs. Williamson had a BSN, Masters in Education, EDS degree, and was a PhD candidate in Education. She was a Registered Nurse, taught at Richland school for many years, was employed by the State Department of Education, and later returned to the Giles County School System of Coordinated School Health. Priority for this scholarship is given to a student from Giles County who is majoring in nursing.

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 is given to students from Giles County with a GPA of 2.0 or above.

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 scholarship is 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's ability to attract and retain outstanding faculty and/or to fund visiting lectureships.

Executive Council, Faculty, & Administrative Staff

EXECUTIVE COUNCIL

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- Ed Trimmer.....Director, Cal Turner, Jr. Center for Church Leadership
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- Robert Shelton.....Vice President for Campus Life and Enrollment Management
A.A., Martin Methodist College; B.A., Middle Tennessee State University
- Jeff Bain.....Director of Athletics and Director of Special Programs
B.S., M.Ed., Memphis State University
- James R. Hlubb.....Assistant Vice President for Human Resources and Operations
B.S., Tusculum College; M.S., Cumberland University
- Edna G. Luna.....Assistant Vice President for Institutional Advancement
A.A., B.B.A., M.B.A., Martin Methodist College
- Doris Wossum-Fisher.....Professor, Psychology and Chair, Faculty Senate
B.A., McMurry College; M.A., West Texas State University; Ph.D., Texas Tech University; Pre- and Post-doctoral training, Vanderbilt University Medical Center

FACULTY

- Hunter Aldridge.....Adjunct Instructor, Criminal Justice
B.S., Athens State University; M.S., Auburn University
- Amy Arnold.....Adjunct Instructor, Psychology
B.S., Martin Methodist College; M.M.F.T., Trevecca Nazarene University
- Jennifer K. Aust.....Assistant Professor, Mathematics
B.A., B.S., Wofford College; M.S., University of Tennessee, Knoxville; Ph.D., Auburn University

- Lauren Barnett.....Adjunct Instructor, Developmental English
B.A., Martin Methodist College; M.A., Union Institute and University
- Stanton Belford.....Assistant Professor, Biology
B.S., Martin Methodist College; M.S., Middle Tennessee State University; Ph.D., Auburn University
- Jacob Berlin.....Adjunct Professor, Management Information Systems
B.S., United States Military Academy; M.S., Air Force Institute of Technology; additional graduate study (ABD) George Mason University
- Andrew Brown.....Adjunct Instructor, Communications
B.S., University of Tennessee, Martin; M.A., Mid-America Baptist Theological Seminary; M.A., University of Memphis
- Gregory A. Brown.....Associate Professor, Business; Program Coordinator, MBA;
 Chair, Business Division
A.B.A., B.B.A., MBA, Morehead State University; D.A., Middle Tennessee State University
- Mary Charlotte Brown.....Assistant Professor; Assistant Director, Warden Memorial Library
B.A., Athens State University; M.L.I.S., University of Alabama
- Melissa Bruninga.....Assistant Professor, History
B.A., Gustavus Adolphus College; B.S., University of Montana, Missoula; M.A., Ph.D., University of California, Irvine
- Alice G. Burkins.....Adjunct Instructor, Business
B.S., Business, Martin Methodist College; M.A., DeVry University; Ph.D., Walden University
- Casey Capps.....Registrar
B.S., University of West Alabama; M.A., University of Mississippi
- Mark Chee.....Assistant Professor, Biology
B.S., Ph.D., Duke University
- Carole Chamberlain.....Adjunct Instructor, Business
B.A., The University of Auckland
- Derrick Chatterton.....Adjunct Instructor, Social Sciences
B.A., Mississippi State University; M.A., University of Alabama, Huntsville
- George Cheatham.....Director, International Studies; Grants Coordinator; Professor, English
B.A. Hendrix College M.A.; Ph.D., University of Tennessee
- James A. Cole.....Professor, Mathematics; Chair, Division of Mathematics and Science
B.A., Hendrix College; M.S., Ph.D., Vanderbilt University
- Vicki Coleman.....Adjunct Instructor, Psychology
B.S., Martin Methodist College; M.S., Capella University

Scott Combs.....Adjunct Instructor, Physical Education
B.S., M.S., Austin State Peay University

Felecia Dailey.....Instructor, Nursing
A.S.N., B.S., Oakwood University

John Damron.....Adjunct Instructor, Criminal Justice
A.A., Martin Methodist College; B.S., Middle Tennessee State University; J.D., Nashville School of Law

Michelle Decker.....Program Coordinator, Nursing
 Coordinator of Faith Community Nursing; Co-Division Chair, Nursing
A.S.N., Motlow State Community College; B.S.N., M.S.N., University of Alabama, Huntsville

Douglas Dorer.....Associate Professor, Biology; Program Coordinator, Biology
B.S., Haverford College; M.S., Yale University; Ph.D., Thomas Jefferson University

Kimberly Dunnivant.....Adjunct Instructor, Business
B.B.A., Martin Methodist College; M.B.A., Bethel University

Deidre Vaughn Emerson.....Adjunct Instructor, Music (Cello); Director of String Ensemble
B.M., Birmingham Southern College; M.M., University of Houston

T.G. Engel.....Adjunct Instructor, Music (Guitar)
B.M., Vanderbilt University; M.M. and D.M.A., Indiana University

Debbie Eubanks.....Adjunct Instructor, Mathematics
B.S., University of North Alabama; M.S., University of Alabama

Mark Evitts.....Adjunct Instructor, Music (Violin); Director of Richland Creek

Grant Fairchild.....Director of Sports Medicine
B.S., University of Southern Mississippi; M. Ed., Augusta State University

Karen Ferguson.....Associate Professor, Nursing; Co-Division Chair, Nursing
BSN, Birmingham Southern College; MSN, University of South Alabama; Ph.D., Capella University

Eli D. Fisher.....Adjunct Instructor, Religion
B.A., Mount Union College; Ph.D., Vanderbilt University

Pat Ford.....Instructor, Business
B.S., Martin Methodist College; M.B.A., Bethel University

Stephanie Glazik.....Adjunct Clinical Instructor, Nursing
A.A., Joliet Junior College; B.S.N., Olivet Nazarene University

- Ron Guthrie.....Adjunct Instructor, Music (Piano);Accompanist
B.M., Bowling Green State University; M.M., The Southern Baptist Theological Seminary
- Susan H. Guthrie.....Adjunct Instructor, Drama
B.A., M.A., University of Missouri
- Shanna D. Hanes.....Assistant Professor, Biology
A.A., Daytona Beach College; B. S., University of West Florida; Ph.D., Auburn University
- Amy Harwell.....Adjunct Instructor, Education
B.A., Athens State University; B.S., Martin Methodist College; M.Ed., Middle Tennessee State University; Ed.D., Trevecca Nazarene University
- A. Brantley Harwell, Jr.....Professor, English; Director, W. Garie Taylor Honors Program
B.A., Samford University; M.A., Ph.D., University of Tennessee
- Dennis E. Haskins.....Associate Professor, Education and Business
B.S. Purdue University; B.T., San Diego Bible College and Seminary; MBA, Chapman University ; M.Ed., Lipscomb University; Ed. D., Tennessee State University
- Joan Haskins.....Adjunct Instructor, Psychology
M.S., University of La Verne
- Louise Hawkins.....Instructor, Nursing
B.S.N., M.S.N., University of Alabama, Huntsville
- Scott W. Hileman.....Associate Professor, History
B.S., Longwood University; M.A., Winthrop University; Ph.D., University of South Carolina
- James R. Hlubb.....Adjunct Instructor, Physical Education;
Assistant Vice President for Human Resources and Operations
B.S., Tusculum College; M.S., Cumberland University
- Lacey Holley-McCann.....Adjunct Instructor, History
B.A., Athens State University; M.A., University of North Alabama
- Edward R. Hurt.....Adjunct Instructor, Human Services
B.A., Middle Tennessee State University; M.S., University of Tennessee
- Roger W. Ireson.....Professor, Philosophy and Religion; Special Advisor to the President
B.A., Depaw University; M.Div., Garrett-Evangelical Theological Seminary; Ph.D., The University of Manchester
- Johnny M. Jackson.....Professor, Mathematics
B.S., M.S., Middle Tennessee State University

- Barry Wayne Keeton.....Instructor, English; Director, Student Resource Center
B.A., University of Tennessee, Martin; M.A., University of North Alabama
- Elisha Lamar.....Instructor, Nursing
B.S.N., Saint Joseph College; M.S.N., Indiana University School of Nursing
- John W. Lancaster.....Professor, Behavioral Sciences; Program Coordinator, Behavioral Sciences
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; MAR, Liberty University Theological Seminary; M.S.S.W. University of Tennessee; Ed.S., University of Alabama; ABD., Andover Newton Theological School, Advanced study, Harvard, Boston University, University of Tennessee
- Kerbe B. Lee.....Professor, Education; Program Coordinator, Secondary Education
B.A., M.A.T., Harding University; Ed.D., University of Tulsa
- Eric W. Little.....Adjunct Instructor, Spanish
B.A., M.A., Middle Tennessee State University; M.Div., Duke University
- John Dugan Lyne.....Adjunct Instructor, Physical Education; Assistant Coach, Men’s Basketball
B.B.A., M.S., Austin Peay State University
- Richard Madden.....Assistant Professor; Director, Warden Memorial Library
B.A., Mount Allison University; B.Ed., Acadia University; M.L.I.S., University of Western Ontario
- Mary Martin.....Clinical Coordinator and Instructor, Nursing
A.S.N. Motlow State Community College; B.S.N., Martin Methodist College; M.S.N., University of Alabama, Huntsville
- Melissa Martiros.....Assistant Professor, Music; Program Coordinator, Music
B.A., Westfield State College; M.M., Bowling Green State University; M.S., D.M.A., University of Wisconsin, Madison
- Christopher N. Mattingly.....Assistant Professor, Mathematics; Program Coordinator, Mathematics
B.A., B.S., B.B.A., M.A., Ph.D. University of Kentucky
- Justice McAdoo.....Adjunct Instructor, Business
B.S., Middle Tennessee State University; M.B.A., Western Governors University
- Lovey D. McDonald.....Adjunct Instructor, Developmental English
B.A., Martin Methodist College; M.A., Bethel University
- William McKenney.....Associate Professor, Business
B.A., Duke University; M.S., Clemson University; Ph.D., The University of Tennessee, Knoxville
- Daniel N. McMasters.....Professor, Human Performance and Physical Education/ Director of Campus Life
B.S., University of North Alabama; M.S., Northeast Louisiana University; D.A., Middle Tennessee State University

- Laura K. McMasters.....Campus Chaplain
B.S., University of Evansville; M.Div., Garrett-Theological Seminary
- Grace A. Meier.....Professor, Education; Program Coordinator, Elementary Education;
Chair, Division of Education
B.S., M.A., George Peabody College for Teachers; Ed.D., Vanderbilt University
- Michelle Meinhart.....Assistant Professor, Music
B.M., Eastern Illinois University; M.M., Ph.D., University of Cincinnati
- Eleanor R. Meyer.....Director, First Year Experience Program
B.A., University of Connecticut; M.P.A., University of Delaware
- Tana Mincher.....Adjunct Instructor, MIS
A.S., Motlow State Community College; B.S., University of Alabama, Huntsville; M.B.A., Florida Institute of Technology
- Amber Mitchell.....Adjunct Instructor, Music
B.A., Martin Methodist College; M.M., Lee University
- Laura Morefield.....Instructor, Human Performance and Physical Education;
Program Coordinator, Human Performance and Physical Education
B.S., Martin Methodist College; M.A., Tennessee Technological University
- James T. Murrell.....Professor, Biology
B.S., Austin Peay State University; Ph.D., Vanderbilt University; Postdoctoral study, University of Miami
- Gail M. Newton.....Associate Professor, Business; Program Coordinator, BBA Management;
Associate 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
- Ryan Ogrondy.....Adjunct Instructor, Music
B.S., Duquesne University; M.M., Belmont University
- Bryan Pigg.....Adjunct Instructor, Music; Director of Instrumental Ensemble
B.A., Jacksonville State University; M.M.Ed., University of North Alabama
- Jimmy Pigg.....Adjunct Instructor, History
A.A., Martin Methodist College; B.A., Athens State University; M.A.T., Austin Peay State University; M.A., Western Kentucky University
- Timothy Powell.....Assistant Professor of Music; Choral Director
B.M., M.M., Belmont University; D.M.A., University of South Carolina

- Christine Poythress.....Adjunct Instructor, Music (Voice)
B.A., Armstrong Atlantic State University; M.M., Belmont University
- Cindy Pride.....Adjunct Instructor, Music
B.A., Tennessee Technological University; M.A., Tennessee State University
- Jack Radcliffe.....Adjunct Instructor, Religion
B.A., Malone College; M.Div., Ashland Theological Seminary; D.Min., Fuller Theological Seminary
- Joseph Reynolds.....Adjunct Instructor, Art
B.A., Auburn University; B.S.Ed. Athens State University; M.Ed., University of South Alabama; D.A., Middle Tennessee State University
- Barry Rich.....Adjunct Instructor, English; SRC Tutor Coordinator
B.A., Martin Methodist College; M.A., University of Alabama, Huntsville
- Robert Shaeul Richardson.....Instructor, Biology
B.S., Martin Methodist College; M.S., Middle Tennessee State University
- Stephanie Richardson.....Assistant Professor, Chemistry
B.S., Oakwood University; Ph.D., Meharry Medical College; Postdoctoral Study, Carolinas Medical Center, Vanderbilt University, Mayo Clinic
- Paul Rosson.....Adjunct Instructor, Criminal Justice
B.S., University of North Alabama; MCJ, University of North Alabama
- Dan Scherr.....Adjunct Instructor, Criminal Justice
B.A., North Carolina State University; M.B.A., American Military University
- Richard Schoeberl.....Instructor, Criminal Justice; Program Coordinator, Criminal Justice
B.S., M.S., University of Tennessee, Martin
- Tina T. Smith.....Associate Professor, Education
B.A., B.S., M.A.Ed., University of North Alabama; Ed.S., Ed.D., Tennessee State University
- Mandy Springer.....Adjunct Instructor, Business
B.S., Martin Methodist College; M.B.A., Western Governors University
- Annette Stalions.....Adjunct Instructor, English
B.S., M.A., Western Kentucky University
- Eric Stalions.....Associate Professor, English; Director, IEP Program
B.S., M.A., Western Kentucky University; Ph.D., Bowling Green State University
- Paula Stephenson.....Associate Professor, Accounting; Program Coordinator
B.S., Auburn University; M.T.A., University of Alabama

- Cheri R. Thomas..... Professor, Business;
M.B.A., D.B.A., Harvard University
- Ed Trimmer..... Professor, Religion; Director, Cal Turner, Jr. Center for Church Leadership
B.A., West Virginia Wesleyan College; M.A., M.Div., Methodist Theological School in Ohio; Ed.D., Columbia University
- Carol Vandenberghe..... Adjunct Instructor, Business
B.S., Martin Methodist College; M.B.A., University of North Alabama
- Kenneth W. Vickers..... Professor; Program Coordinator, History; Chair, Division of Social Sciences
B.S., University of North Alabama; M.A., Ph.D., Mississippi State University
- Elizabeth Wakefield..... Assistant Professor; Program Coordinator, Management Information Systems
B.S., University of Tennessee; M.S., University of Alabama, Huntsville
- Mollie Wakefield..... Adjunct Instructor, Criminal Justice
B.A., Sewanee; J.D., Belmont University
- Derrick Watkins..... Assistant Professor, Chemistry
B.S., Jacksonville State University; B.S., University of Alabama, Birmingham; Ph.D., Georgia Institute of Technology
- David Waybright..... Adjunct Instructor, Art and Education
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
- Ashley White..... Adjunct Instructor, Physical Education
B.S., University of Pittsburgh; M.Ed., Xavier University
- C. Patrick Whittemore..... Professor; Program Coordinator, Religion
B.B.A., University of Texas; M.Th.; Perkins School of Theology, Southern Methodist University; D.Min., Vanderbilt University
- Kayla McKinney Wiggins..... Professor, English; Program Coordinator; Chair, Division of Humanities
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 Wilson..... Assistant Professor, Sport Management
B.S., Middle Tennessee State University; M.S., University of Tennessee; M.B.A., Northcentral University

Doris Wossum-Fisher..... Professor, Psychology
B.A., McMurry College; M.A., West Texas State University; Ph.D., Texas Tech University; Pre- and Post-doctoral training, Vanderbilt University Medical Center

PROFESSORS EMERITI

Albert Hughes, Jr..... Professor Emeritus of Music
B.A., B.M., Birmingham-Southern College; M.M., University of Illinois; D.M.A., West Virginia University

William E. Rutherford..... Professor Emeritus of History
B.S., Middle Tennessee State University; M.Ed., Howard Payne University

ADMINISTRATIVE STAFF

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Kim Harrison.....Assistant to the President
Roger W. Ireson.....Special Assistant to the President

Academic Affairs

Judy Blankenship Cheatham.....Provost
Dianne Bass.....Administrative Assistant

Registrar's Office

Casey Capps.....Registrar
Erin Vicary.....Assistant Registrar

First Year Experience

Eleanor Meyer.....Director, First Year Experience

Academic Program

Audra Hughes.....Administrative Assistant, Nursing Program
Emmy Slaughter Williams.....Administrative Assistant, MBA
Mandy Springer.....Faculty Secretary

Student Resource Center

B.J. Keeton.....Director
Barry Rich.....Tutor Coordinator
Mike Wiggins.....Tutor Assistant
Gordon Thayer.....Director, Career Services
Gail Newton.....Associate Director, Career Services

Warden Memorial Library

Richard Madden.....Director
Mary Charlotte Brown.....Assistant Director
Martha Kelley.....ILL/Serials and Acquisitions Clerk
Judy Kelly.....Cataloging Clerk
Chris Van Doran.....Circulation and Financial Manager

Athletics

Administration

Jeff Bain.....Director of Athletics and Director of Special Programs
Wade Neely.....Sports Information Director
Grant Fairchild.....Director of Sports Medicine
Dara Sullivan.....Assistant Director of Sports Medicine
Brynn Wade.....Director of Athletic Operations/Compliance
Ashley White.....Athlete Enhancement Director

Head Coaching Staff

Will Austin.....Head Coach, Women's Soccer
Chris Leonardi.....Head Coach, Men's Soccer

Scott Combs	Head Coach, Men's Basketball
Kyle Bent	Head Coach, Women's Basketball
Kelly Bratton	Head Coach, Baseball
Ben Biddy	Head Coach, Bowling
Monica Hartsfield	Head Coach, Cheer
Brandi Paul	Head Coach, Softball
Alison Williams	Head Coach, Volleyball
Matt Rackley	Head Coach, Golf
Melinda Sevier	Head Coach, Tennis
Chad Whittenburg	Head Coach, Shooting Team
Jennifer Loewen	Junior Varsity Women's Soccer
Brett Boylan	Junior Varsity Men's Soccer
Samantha Wilson	Junior Varsity Softball
Jody Evans	Junior Varsity Baseball

Assistant Coaching Staff

Micah Hartsfield	Cheer
Joel Robinson	Golf
Bill Sevier	Tennis
Nick Williams	Volleyball
Dugan Lyne	Men's Basketball
Andrea Mize	Women's Basketball
Jonathan Byrd	Baseball

Christian Life Center Staff

Lena S. Black	Assistant, CLC
Wayne Foust	Assistant, CLC
James D. Taylor	Assistant, CLC
Brad Crye	Director of Aquatics

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 Cox	Director of Business Services; Accounts Payable
Courtney Dunavant	Associate Controller
Hector Lora	Accounts Receivable; Accountant

Campus Services

Jess Dicus	Coordinator, Campus Services
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Auxiliary Services

Bookstore

Margaret Jackson	Manager
Jennifer Hardiman	Assistant

Martin Theatre

Glenn Chaffin.....Manager

Plant Operations

Tracey Bledsoe.....Director of Facilities, National Resource Management

Maintenance

Fred Hyde.....Supervisor, Maintenance

Joe Crabb.....Maintenance

Ricky James.....Maintenance

Lee Thompson.....Maintenance

Rene Plourde.....Maintenance

Grounds and Athletic Fields

Steve Jett.....Director

Zach Stephens.....Grounds

William McRae.....Grounds

Housekeeping

Serita Fralix.....Supervisor, Housekeeping

Pat Burch.....Housekeeping

Kenny Hollis.....Housekeeping

Phillip Burch.....Housekeeping

James Fralix.....Housekeeping

Michelle Holley.....Housekeeping

Technology

Edward Martin.....CIO and Network Administrator

Cedrick Nkulu.....IT Technician

Landon Calvert.....IT Technician

Technical Services

Kevin Hood.....Director, AV/Technical Services

Cal Turner, Jr. Center for Church Leadership

Edward Trimmer.....Executive Director, Center for Church Leadership

Laura McMasters.....Campus Chaplain

Tijuana Brooks.....Executive Assistant, Center for Church Leadership

Brandi Belcher.....Director, Martin Serves

Shana Hibdon.....Administrative Assistant, Center for Church Leadership

Institutional Advancement

W. David Jones.....Vice President for Institutional Advancement

Edna G. Luna.....Director, Alumni Affairs and Annual Campaign

Crissy Jordan.....Assistant, Institutional Advancement

Sally Phelps.....Director, Advancement Services

Susan Carlisle.....Director, Marketing

Sissy Garner.....Director of Communications

Guy Schafer.....College Photographer

Student Life and Enrollment Management

Robert Shelton.....Vice President for Campus Life and Enrollment Management
Daniel McMasters.....Director of Campus Life
Crystal McRae.....Assistant Director of Campus Life
Eleanor Meyer.....Director of Student Leadership Development and Engagement

Admissions Office

Tammy Hughes.....Receptionist, Administrative Assistant
Meagan Sanders.....Director, Admissions
Tyler Cox.....Director, Athletic Admissions
Leah Bailey.....Director, Northfield Campus
Savannah Liles.....Counselor, Admissions
Robin Hood.....International Student Advisor; CAMS Administrator

Campus Security

Joe McNairy.....Director
Chris Bue.....Security Officer
Keith Crabtree.....Security Officer
Sam Braden.....Security Officer
Roy Gulley.....Security Officer

Evening Program and eLearning

Suzanne Hillhouse.....Director of Evening College Program, Financial Aid Counselor

Financial Aid

Emma Hlubb.....Director
Lynn S. Ives.....Associate Director
Anita Beecham.....Financial Aid Counselor
Karen Garrett.....Administrative Assistant

Martin Clinic

Kimberly Porterfield.....Administrative Assistant

Residence Life

Daniel N. McMasters.....Director of Campus Life
Nina Mills.....Head Resident, Criswell Hall
Chris Mattingly.....Head Resident, Student Apartments
Crystal McRae.....Head Resident, Upperman Hall

Food Service

Tom Munger.....Director, Metz

Student Life

Crystal McRae.....Assistant Director of Campus Life,
Laura McMasters.....Campus Chaplain

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