

BELHAVEN COLLEGE

Orlando, Florida

*A CHRISTIAN COLLEGE OF
LIBERAL ARTS AND SCIENCES
FOUNDED IN 1883*

GRADUATE AND ADULT STUDIES CATALOGUE 2003 - 2004

ANNOUNCEMENTS 2003-2004

JUNE 2003

EFFECTIVE JUNE 1, 2003

DIRECTORY OF COMMUNICATIONS

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Belhaven College
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Maitland, FL 32751
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Belhaven Fax.....(321) 832-0029
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General Information.....(407) 804-1424
Library(800) 808-5002
Student Accounts.....(800) 960-5940 ext.8774
Website.....www.belhaven.edu/orlando

Visitors are welcome at Belhaven College. Please call the campus for a time to visit.

Belhaven College reserves the right to change the fees, rules, and calendar regulating admission and registration, instruction in, and graduation from the College and to change any other regulations affecting the student body. Changes go into effect whenever the proper authorities so determine and apply not only to prospective students but also to those who at that time are enrolled in the College.

POLICY OF NONDISCRIMINATION

Belhaven College does not discriminate in administration of education policies, applications for admission, scholarship and loan programs, or athletic and extracurricular programs. The rights, privileges, programs, and activities at Belhaven Collage are made available to all students who are enrolled regardless of sex, religion, color, national origin, handicap, or age.

POLICY ON PRIVACY OF STUDENT RECORDS

Belhaven College is in compliance with the policies on privacy of student records as described in the Family Educational Rights and Privacy Act of 1974. Specific details of policy are included in the student handbook.

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GENERAL INFORMATION

Belhaven College 2003 Term Based Calendar				
Term 3 - 20350	N-Traditional	Term 1-20420	N-Traditional	Term 2-20430
Term 3 - 2035P	Traditional	Term 1-2042P	Traditional	Term 2-2043P
JANUARY		MAY		SEPTEMBER
S M T W R F S 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31		S M T W R F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31		S M T W R F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
FEBRUARY		JUNE		OCTOBER
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MARCH		JULY		NOVEMBER
S M T W R F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31		S M T W R F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31		S M T W R F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
APRIL		AUGUST		DECEMBER
S M T W R F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30		S M T W R F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30		S M T W R F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

2003-04

June 16, Mon.
Sept. 1, Mon.
Sept. 12, Fri.
Oct. 24, Fri.
Nov. 1, Sat.
Dec. 12, Fri.
Jan. 19, Mon.
Feb. 6, Fri.

Application deadline for Aspire and Orlando August Graduation
Labor Day holiday
Application deadline for Aspire and Orlando December Graduation
Last day to drop a course with a grade of WP or WF
Homecoming
Commencement for graduates
Martin Luther King, Jr. Day; Night classes meet as scheduled
Application deadline for Aspire and Orlando May Graduation

PROFILE

Belhaven College is a Christian liberal arts college dedicated to helping people grapple with the complex issues of life and to preparing them for positions of leadership in a rapidly changing society. A community of professors and students working together in a Christian environment, Belhaven emphasizes the importance of the individual. In addition to a strong traditional liberal arts program, Belhaven provides an atmosphere in which students can find purpose and meaning in life. Academic preparation and Christian experience go hand in hand at Belhaven.

Each student is encouraged to develop and grow to the best of his or her potential and to face the future with confidence and determination. Interwoven into academic preparation is a curriculum that emphasizes personal values and constructive attitudes toward work, other people, and the quality of life.

Belhaven strives for excellence in higher education. The College is dedicated to the belief that only the Christian liberal arts institution can educate men and women capable of totally purposeful action and direction.

Belhaven College has a rich heritage of prominence in education dating back to 1883. Six bachelor's degrees and four master's degrees are offered. In addition to traditional majors, programs of general studies are available. There are also pre-professional programs in the ministry, medicine, dentistry, law, nursing, and medical technology.

Belhaven College has a long and productive history of relationship with the Presbyterian Church. Until 1972, the College was owned and operated by the Synod of Mississippi, Presbyterian Church in the United States, through a Synod-elected Board of Trustees. In 1972, the Synod gave ownership of the College to a self-perpetuating Board of Trustees. The College has a covenant relationship with the Synod of Living Waters of the Presbyterian Church (USA) and seeks to deepen its relationship with various other Presbyterian bodies. Faculty and staff members are drawn from various denominations, with the primary Presbyterian denominations represented being the Presbyterian Church (USA), the Presbyterian Church in America, and the Evangelical Presbyterian Church. The College receives both financial support and students from these three denominations.

Belhaven College is a Mississippi non-profit corporation, recognized by the Internal Revenue Service as a 501(c)(3) corporation.

ACCREDITATION

Belhaven College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate's, bachelor's and master's degrees. The Department of Music is an accredited institutional member of the National Association of Schools of Music. The Department of Art is an accredited institutional member of the National Association of Schools of Art and Design. Belhaven College through its Division of Business Administration has the following degree programs accredited by the International Assembly for Collegiate Business Education: Master of Business Administration, Master of Science in Management, Bachelor of Science in Accounting, Bachelor of Science in Business Administration, Bachelor of Science in Management, and Bachelor of Business Administration.

Belhaven College is a member of the American Council on Education, the Mississippi Association of Independent Colleges, Florida Commission for Independent Education, the Council for Christian Colleges and Universities, and the Association of Presbyterian Colleges. The American Association of University Women, and the National Association of Independent Colleges and Universities approve it. Belhaven College currently holds a Regular Florida license. Additional information regarding the College may be obtained by contacting the Commission of Independent Education, Department of Education, 2650 Apalachee Parkway, Suite A, Tallahassee, Florida 32399. (850) 245-3200

VISION AND MISSION OF BELHAVEN COLLEGE

The vision of Belhaven College is to prepare men and women academically and spiritually to serve Christ Jesus in their careers, in human relationships, and in the world of ideas.

Belhaven College is committed to high academic and scholarly goals, affirms the Lordship of Christ over all aspects of life and the authority of the Bible (the written word of God) as foundational for the development of a personal worldview, and recognizes each individual's career as a calling from God. Therefore, each academic department commits itself to evangelical Christian doctrine and actively seeks to clarify the implications of biblical truth for its discipline. This commitment applies to all departments and their offerings: undergraduate, graduate, and certificate programs.

The College requires a basic liberal arts foundation in each degree program, believing that the student educated in the liberal arts and sciences and taught the skills of critical thinking and creativity is best prepared to be a contributing member in a complex and fast-changing world.

This blend of Christian faith, the liberal arts, and career preparation is designed to produce people of character and ability who respond with discernment to the demands of today's workplace and the needs of our society. The College seeks to develop men and women who will give distinctive Christian leadership and service in all areas within their influence.

The College serves a variety of students and recognizes the unique contributions to campus life that can be made by nontraditional and non-resident students. Furthermore, the College believes its obedience to the Lordship of Christ establishes the imperative to develop opportunities in locations underserved by Christian higher education.

It intends to fashion people of integrity, compassion and justice who incorporate those qualities in all aspects of their lives. Belhaven College aims to contribute to society people who seek "to serve, not to be served."

Revised by Board of Trustees/November 1998

OUR STATEMENT OF FAITH

1. We believe that there is only one God, eternally existent in three persons: Father, Son, and Holy Spirit.
2. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return to power and glory.
3. We believe the Bible to be the inspired, inerrant, and only infallible, authoritative Word of God, which exercises ultimate authority over the individual, the Church, and human reason.
4. We believe that justification through Christ is received by repentant sinners through faith alone, without works.
5. We believe that God, by His Spirit, progressively transforms the lives of those who are justified by God.
6. We believe in the resurrection of both the saved and the lost: they that are saved unto the resurrection of life and they that are lost unto the resurrection of damnation.

ADULT STUDIES MISSION STATEMENT

Belhaven's commitment is to provide academic training programs which emphasize quality and relevance within a Christian framework. In addition, the educational philosophy and practices of the programs are designed to recognize the differences between the younger college student and the student who has assumed the adult responsibilities of self-determination, financial independence, and career development.

The adult programs support the mission of the College through their curricula, selection of faculty, and program formats. It is the purpose of the programs to integrate the Christian world view into the curriculum, provide academically qualified Christian faculty, and enable students to maintain employment while gaining preparation

academically and spiritually to meet the demands of the workplace.

HISTORY

Belhaven College is a contemporary institution built on the timeless principles of service and excellence in higher education. Since its founding, Belhaven College has sought to fulfill the mission expressed in its motto: "non ministrari, sed ministrare" (to serve, not to be served).

Today's Belhaven is the culmination of three separate institutions of higher learning that merged over the years. Belhaven College was chartered in 1894 in Jackson, Mississippi, as a privately owned institution. In 1911, Belhaven was merged with McComb Female Institute, and in 1939 merged with the Mississippi Synodical College. The founding date of the latter institution, 1883, was adopted by the Board of Trustees as the official founding date of Belhaven College.

In 1894, Dr. Lewis Fitzhugh established Belhaven College for Young Ladies on Boyd Street at the former residence of Colonel Jones S. Hamilton. The College took the name of the house, Belhaven, in honor of Hamilton's ancestral home in Scotland. A fire destroyed the main building in February 1895, but with the help of Jackson citizens, the College reopened in the fall of 1896 at the same site.

Fitzhugh served as president until his death in 1904, upon which his heirs sold the College to Dr. J. R. Preston. He operated Belhaven until it was again destroyed by a fire in 1910; then he donated the title to the College to the Presbyterian Church. In September 1911, the school was reopened by the Central Mississippi Presbytery as Belhaven Collegiate and Industrial Institute at a new site on Peachtree Street. Dr. R. V. Lancaster of McComb Female Institute became the third president as the two institutions merged. In 1915, the Board of Trustees changed the school's name to Belhaven College. During these years, improved curricula guidelines and student services were established. Dr. W. H. Frazer succeeded Lancaster as president from 1918-21, and during his tenure, enrollment grew to 230 students.

In 1921, the Reverend Guy T. Gillespie of Lexington, Mississippi, began a presidency that would last thirty-three years. In Gillespie's tenure, Belhaven was first accredited, an endowment fund begun, and scholarship aid made available. Through depression, war, and unstable economic times, Belhaven maintained its mission.

Dr. McFerran Crowe succeeded Gillespie in 1954, and over six years he expanded and upgraded the faculty while modernizing business operations. It was also in 1954 that the Board of Trustees voted to make Belhaven fully coeducational, thus ensuring continued growth. In 1960-61, Dr. Robert F. Cooper served as acting president until the Board selected Dr. Howard J. Cleland. An ambitious expansion program resulted in six major new buildings, while enrollment and the College budget tripled during Cleland's seventeen-year tenure. Another significant change came in 1972, when the Synod of Mississippi transferred ownership of the College to the Board of Trustees.

In March 1978, Dr. Verne R. Kennedy became the first Belhaven alumnus to serve as chief executive of his alma mater. In eight years as president, he reaffirmed the commitment to Christian service and the covenant relationship with the Presbyterian Church and installed a more efficient administrative structure. Another alumnus of Belhaven, Dr. Newton Wilson, became president in June 1986. His nine-year term saw the greatest growth in College history, from just over 600 students to more than 1,100. By 1995, over 80 percent of Belhaven's faculty held doctoral or equivalent degrees. The College also extended its outreach in nontraditional venues, with expanded course offerings for adult and evening students. Dr. Daniel C. Fredericks served as acting president in 1995. A new era of leadership at Belhaven began in January 1996, as Dr. Roger Parrott became the tenth President of the College. He inherited an institution with an all-time record enrollment of approximately 1,300 students and the best-qualified faculty in the history of the College.

Over its years, Belhaven has established a reputation for faithful service to city and state, to country and God. As the College and its president look ahead to a new century, the opportunities and demands will grow, but the founding mission remains unchanged..."to serve, not to be served."

LOCATION

Belhaven College is located on a forty-two acre site near the heart of Jackson, the capital and largest city in Mississippi. Jackson, a growing center of industry, commerce, culture, and the arts, has expanded in population from 7,000 at the beginning of the century to a major metropolitan area encompassing about 450,000 individuals. Jackson prides itself on its residential areas, its impressive state and city office buildings, its spacious parks, and its progressive spirit.

Located in a historical residential neighborhood, the Belhaven campus provides a pleasing setting for learning and growth. The campus combines the best of traditional southern architecture with contemporary utilization of space.

Belhaven College has another campus located in Clark Tower, a landmark office complex on Poplar Avenue in Memphis, Tennessee. Adult studies offices, classrooms, and electronic library are housed on the second floor of this facility.

The Belhaven College Florida campus is located in Maitland 200, 2301 Maitland Center Parkway, Maitland, Florida. The community is a blended community of residential and commercial developments, near the fast-growing metropolis of Orlando.

INFORMATION FOR PROSPECTIVE STUDENTS

UNDERGRADUATE ADMISSION REQUIREMENTS AND PROCEDURES

All communications regarding entrance to the College should be addressed to the office of adult studies as listed inside the front cover of the catalogue. Eligibility for admission will be determined when the application, any required fee, and transcripts have been received by the College.

Belhaven College seeks students who desire an excellent education combined with a meaningful student life experience and who will have a reasonable chance of academic success at Belhaven College. Applicants providing evidence of completion of an accredited academic high school curriculum, scholastic achievement, and sound moral character conducive to contributing to the total premium of the College are admitted.

Belhaven College does not discriminate in the administration of its education policies, applications for admissions, scholarship and loan programs, or athletic and extracurricular programs. The rights, privileges, programs, and activities at Belhaven College are made available to all students who are enrolled regardless of sex, religion, color, national origin, handicap, or age.

APPLYING FOR UNDERGRADUATE ADMISSION

For specific admission requirements and procedures to the A.A, B.A., and B.B.A. programs offered at Belhaven College, refer to the educational programs section of the catalogue.

First Admission

A student who has never attended any college/university will submit an application for admission, the nonrefundable application fee of \$25.00, and an official transcript from the high school from which he/she graduated. The student must have a minimum high school grade point average of 2.0 on a 4.0 scale.

Admission by Examination (GED)

A student who has not graduated from high school may be admitted but first must take all five tests of the high school level General Education Development (GED). The student must have subscores of 45 or higher or have an average standard score of 50 or higher. The applicant must submit an application for admission, the nonrefundable application fee of \$25.00, and provide evidence that a high school equivalency certificate has been issued by providing an official transcript of the GED from the state department of education of the state, which issued the certificate

Admission of Home-schooled Students

A student who has been educated at home (home-schooled) must submit a transcript outlining courses taken and ACT or SAT scores; OR meet the requirements for students applying with a GED.

Transfer Application Process

- < Transfer students must submit a completed application form, the nonrefundable application fee of \$25.00, and official college transcripts from all previous colleges attended. An applicant is not permitted to ignore previous college attendance or enrollment. A student who misrepresents information in filling out the admission application form or a student who finds after admission or enrollment that he or she is ineligible for academic reasons or any other reason to return to his or her last institution and who fails to report this immediately to the office of admissions will be subject to disciplinary action, including possible dismissal from the College.

- < An applying transfer student must produce unofficial or official transcript(s) from all previous colleges in order to register for classes. If unofficial transcripts are submitted, the student will be given thirty days from the beginning date of the first class for the official transcript(s) to be received in the office of adult studies. The official final transcript(s) must be received before the student is considered officially registered and eligible to receive financial aid. It is understood by all parties that, if for some reason a student is denied admission as a result of not having all documentation at the appropriate offices by the deadline stated, Belhaven College is not liable for any losses incurred to the student.

- < A student who is applying with fewer than 12 semester hours of college credit acceptable by Belhaven College must also have sent to the office of adult studies an official high school transcript showing the date of graduation. The student must have a minimum high school grade point average of 2.0 on a 4.0 scale. Applications will be processed and admission status determined when all required items are on file.
- < A transfer student meeting other qualifications is automatically accepted with a minimum 2.0 cumulative grade point average on a 4.0 scale. Nonacademic elective credits in health and physical education are excluded from grade point average (GPA) calculation.
- < Transfer students may be accepted from other institutions of higher learning only when the program of the transferring institution is acceptable to the receiving institution.
- < A student under academic suspension from another college or university may not enter Belhaven for one fall or spring semester following his/her suspension. A student who has been permanently dismissed from another college or university will not be eligible for admission to Belhaven College.

International Application Process

- < All international students should complete an application for admission and submit the nonrefundable \$25.00 application fee to the office of adult studies at Belhaven College.
- < An English translation of all course work is required by Belhaven College. We recommend the following company and can provide an application for this service:
World Education Services, Inc.
P.O. Box 745
Old Chelsea Station
New York NY 10113-0745
Phone: 212-966-6311 or 800-937-3895
Fax: 212-966-6395
E-mail: info@wes.org
- < All international students whose native language is not English must present an acceptable score of at least 500 paper-based or 173 computer-based on the Test of English as a Foreign Language (TOEFL).
- < All international students must include with the admissions application an official guarantee of funds (in the form of an official letter of sponsorship and/or an official bank statement showing funds available for the first academic year of attendance). This form may be referred to as an affidavit of support.
- < International students must provide proof of medical insurance. Applicants must submit mumps, measles, and rubella immunizations certificate and have arrangements made to be tested for tuberculosis prior to registration.

Veterans' Admission

Belhaven College is approved for veterans who qualify for education under the privileges provided by federal laws. Veterans with a high school diploma or a satisfactory GED certificate, obtained by completing eight units of high school work and passing the General Education Development Test (GED), will be considered for admission.

Provisional Admission

Students who provide unofficial documentation (such as transcripts) but are missing official documentation may be admitted provisionally. These students will be given 30 days from the beginning date of the first course to provide official documentation to the office of adult studies or risk being removed from class. A student cannot be certified for financial aid until he/she is officially admitted to the College.

Conditional Admission

Students who have transferable hours but whose cumulative entering grade point average is lower than a 2.0 may be referred to the admissions committee for consideration. If admitted, the following may apply:

- < A.A. - Student must maintain a 2.0 in the first three three-hour courses.
- < B.A. - Student must maintain a 2.5 in the first three three-hour courses.
- < B.B.A. - Student must maintain a 2.5 in the first three three-hour courses.

The admissions committee, when admitting a student with a substandard GPA, may make further recommendations based upon a student's previous record.

Conditions - If, by the end of the third three-hour course, the GPA is below requirements, the student will be notified and may not enroll in a fourth course. If the student is already enrolled in the fourth course, he/she may be administratively withdrawn and will not be charged for the course.

Students who have been withdrawn because they did not meet the conditional requirements may petition for reinstatement after six months. Reinstatement is not automatic, and students must show cause and correction. If severe extenuating circumstances can be shown, a student may appeal to the dean of adult studies for immediate reinstatement.

The second academic disqualification will be considered a suspension, and the student may not petition for reinstatement for three years.

Deferred Admission

Applicants may have admission deferred for one or more of the following:

- < GPA lower than 2.0.
- < Insufficient work experience.

Readmission

A student who has previously withdrawn and desires reentry into the program will:

- < Complete the reentry request form and return it at least one week prior to reentry.
- < Contact the Accounting Office to make arrangements for payment
- < Contact the Financial Aid Office, if applicable.

A student who has been out of the adult program for six months or longer will reenter under all current program policies.

A re-registration fee of \$100 will be assessed if the student has been out of school (class time) for 12 months and was administratively withdrawn. Any student dismissed or suspended for academic reasons may be readmitted only upon approval by the Adult Studies Admission Committee.

Transfer Credits

Transfer of credit is controlled by the receiving institution and accreditation does not guarantee transferability. Belhaven College usually allows full credit to transferring students for work completed at other regionally-accredited institutions; however, some courses which are not regarded as consistent with a liberal arts curriculum (to be determined by the provost) may not be credited toward a degree. Also, remedial courses are not transferable. A grade of D will be accepted for credit if the student has an overall average of C on all courses transferred from that school. In the case of transcripts submitted from more than one institution, each transcript is evaluated as a separate unit in chronological order.

A student pursuing an associate of arts degree may transfer a maximum of 53 semester hours of credit. A minimum of 17 semester hours of credit must be earned in residency at Belhaven College for the A.A. degree.

A student pursuing a bachelor of business administration degree or bachelor of science in management degree may transfer a maximum of 64 semester hours of credit from a junior or community college. Once a student has earned 64 hours of junior and/or senior college credit, he/she may not transfer in any more junior or community college hours. A minimum of 60 semester hours of credit must be earned at Belhaven College or another senior college, with all course work in the B.A. or B.B.A. curriculum being completed at Belhaven.

GRADUATE ADMISSION REQUIREMENTS AND PROCEDURES

All communications regarding entrance to the M.B.A. graduate program at Belhaven College should be addressed to the office of adult studies as listed inside the front cover of the catalogue. Inquiries regarding the M.Ed. and M.A.T. graduate programs should be directed to the graduate teacher education office as listed in the directory of communications in the catalogue. Eligibility for admission will be determined when the application, application fee, and transcripts have been received by the College.

For specific admission requirements and procedures to the graduate programs offered at Belhaven College, refer to the educational programs section of the catalogue.

FINANCIAL REGULATIONS

All charges for the entire session are to be paid prior to the first class meeting of the session.

Institutional Refund Policy

Students who officially withdraw from the College are entitled to refunds on the session tuition and fee charges according to the following policies.

- < All refunds for charges to the student's account will be granted on the basis of the date on which written notification of the student's intentions was received in the adult studies office.
- < The application fee and the registration fee are nonrefundable fees.
- < The education resource fee is fully refundable upon proper withdrawal procedures and return of undamaged books **prior to the first class meeting**. Students will **not** receive a refund for texts returned after the first class meeting.
- < Upon written notification of withdrawal received in the adult studies office **prior to the first class meeting**, a 100% refund for tuition will be given.
- < Upon written notification of withdrawal received in the adult studies office **prior to the second class meeting**, a 75% refund for tuition will be given.
- < **No refunds will be made for withdrawal after the second class meeting.**
- < Students admitted provisionally will be fully refunded only for courses not taken.
- < A student who is dismissed for disciplinary reasons forfeits the right to a refund of any charges.

Students receiving federally funded Title IV financial assistance: If a student withdraws on or before the 60% point in time of the period of enrollment, calculated using calendar days, a portion of the total of Title IV funds awarded a student (Pell Grant, Supplemental Educational Opportunity Grant, Federal Perkins Loan, Federal Stafford Loan, Federal PLUS Loan, but not Federal Work Study) must be returned, according to the provisions of the Higher Education Amendments of 1998. The calculation of the return of these funds may result in the student owing a balance to the College and/or the federal government.

The refund to the Title IV programs must be returned in the following order:

- (1) Federal unsubsidized Stafford Loan
- (2) Federal subsidized Stafford Loan
- (3) Federal Perkins Loan
- (4) Federal Plus Loan
- (5) Federal Pell Grant

(6) Federal SEOG

The federal Title IV written refund policy and method of calculation is available in the financial aid office.

Other Financial Policies

Any account balance due for any preceding session must be paid before a student will be enrolled for the succeeding session. The Registrar is not permitted to transfer credits until all indebtedness to the College is paid.

A student will be allowed to graduate only after he/she has settled with the business office all his/her indebtedness to the College.

All charges for the entire session are to be paid prior to the first class meeting. Students who are admitted to the College accept as contractual all the terms and regulations set forth in this catalogue and are liable for the payment of all charges and fees incurred during their stay at the College. A consent agreement is to be signed by each student that makes each student liable for the payment of all charges and fees incurred by the student while enrolled.

A student who has not made satisfactory arrangements with the business office regarding his account may be administratively withdrawn from Belhaven College.

EXPENSES

Since economic conditions do fluctuate, Belhaven reserves the right to change its fee charges at the beginning of any program if such a change is necessary in the judgment of the board of trustees. The support of Presbyterian churches, the earnings from endowment investments, and the gifts of alumni and other friends provide funds which enable the College to charge fees that are considerably less than the actual cost of instruction and other services provided.

Tuition and Fees (includes books and resources)

Associate of Arts/Scholars Program	.....	\$245/cr hr
Associate of Arts/Adult Studies Program	.....	\$285/cr hr
Bachelor of Arts in Social Services	.....	\$305/cr hr
Bachelor of Business Administration	.....	\$305/cr hr
Master of Arts in Teaching	.....	\$375/cr hr
Master of Business Administration	.....	\$375/cr hr
Master of Education	.....	\$375/cr hr

Special Fees (in addition to tuition and resource fees)

Administration fee (Education – Jackson, per session)	.....	\$ 30
Application fee	.....	\$ 25
Graduation audit fee	.....	\$ 100
Group change fee	.....	\$ 100
Incomplete charge/change grade fee	.....	\$ 25
Late application for graduation fee	.....	\$ 35
Portfolio assessment fee	.....	\$ 175
Portfolio credit fee	.....	\$ 75/hour
Portfolio II seminar	.....	\$ 50
Proficiency exam fee	.....	\$ 100
Proficiency credit fee	.....	\$ 100
Program change fee	.....	\$ 200
Registration fee	.....	\$ 100
Return check fee	.....	\$ 35
Transcript fee (per copy)	.....	\$ 5

NOTE: Belhaven College reserves the right to change the fees, rules, and calendar regulating admission and registration, instruction in, and graduation from the College, and to change any other regulations affecting the student body. Changes go into effect whenever the proper authorities so determine and apply not only to prospective students but also to those who at that time are enrolled in the College.

FINANCIAL AID

Belhaven College believes that no qualified student should be denied an education because of financial need. Therefore, through a program of scholarships, grants, and loans, Belhaven College provides a comprehensive plan to assist students who establish a definite financial need and who qualify for financial aid.

Students should complete the following application procedures:

- < Apply formally for admission through the adult studies office, if not currently enrolled.
- < Apply for Federal Student Financial Aid **EACH YEAR** by either:
 - a. Filing the Free Application for Federal Student Aid (FAFSA) on the Internet at www.fafsa.ed.gov
 - OR**
 - b. Completing the paper FAFSA and mailing the form to the address provided on the form

IMPORTANT: Be sure to list Belhaven College as one of the colleges to receive the results of your evaluation. Our code number is **002397**.

The financial aid programs are administered in accordance with the policies and procedures defining good standing and satisfactory progress toward a degree.

In applying for financial aid while attending Belhaven College in the adult studies program, the student acknowledges the following:

Changes in the student's class schedule may result in cancellation of the loan application or delay in disbursement of the financial aid. Prior to any change in schedule, the student must contact the Financial Aid Office to verify the impact of the change.

In the event of a necessary interruption of scheduled attendance, the student should request a course withdrawal in writing. Failure to return on schedule, a second unscheduled interruption, or an absence not requested in writing may result in the financial aid being canceled. This may result in beginning the grace/repayment period of a Federal Stafford Loan effective the last date of attendance.

In the event a student drops from a course before the course begins with intentions to re-enter the next course in sequence, the regular financial aid disbursements will be adjusted accordingly, which may extend the academic year.

If a withdrawal occurs after the course begins, the student may find that financial aid will not cover all course work toward the end of his/her program. Each case is considered individually. Students must be personally responsible for the financial aid ramifications of any withdrawal from the adult studies program.

It is the student's responsibility to contact the financial aid office in writing to reactivate his/her financial aid upon reentry into the program.

Graduate Teacher Education Programs: (M.Ed., M.A.T.)

The student must be enrolled a minimum of six credit hours per term to receive Federal Stafford Loans and must be officially accepted to the program in order to receive any type of financial assistance.

Other Financial Aid Programs

Florida Bright Futures Scholarship Program: The Bright Futures Program consists of three awards: the Florida Academic Scholars Award, the Florida Merit Scholars Award, and the Florida Gold Seal Vocational Scholars Award. Each scholarship has its own academic eligibility requirements, award amounts, and duration. For more information, contact the Florida department of education at www.firn.edu.doe.

Florida Student Assistance Grants (FSAG): A need-based grant program for fulltime undergraduate students attending eligible public or private Florida institutions. Recipients must be U.S. citizens, meet Florida residency requirements for state student aid, and be enrolled in eligible academic degree programs. Awards may range from \$200 to \$1500 per year.

Florida Work Experience Program: The Florida Work Experience Program (FWEP) is a need-based program providing eligible Florida students the opportunity to secure work experiences complementary to and which reinforce the students' educational and career goals. FWEP is a decentralized program, and each participating institution determines application deadlines, student eligibility, and award amount.

Veterans' Benefits: Certain armed service veterans and dependents who qualify under federal laws administered by the veterans administration are eligible to receive educational benefits. Information about these programs may be obtained by writing the state veterans administration office.

Vocational Rehabilitation Benefits: Individuals with physical disabilities classified as vocational handicaps may receive financial aid from state departments of vocational rehabilitation. Detailed information is available through the departments of vocational rehabilitation in the student's home state.

SATISFACTORY ACADEMIC PROGRESS

Students at Belhaven College receiving Title IV federal funds, state grants, and/or institutional grants are required by federal regulation to be making SATISFACTORY ACADEMIC PROGRESS at Belhaven.

1. A student must pass a total of 18 minimum semester hours as an adult student in a designated 40-week period. This standard applies to and includes sessions for which the student received NO AID.
2. If a student fails to meet the above stated requirements, he/she will be considered to be making unsatisfactory progress and financial aid will be denied. However, students have the following option:
 - a. Submit a written appeal to the director of financial aid to explain any extenuating circumstances (including change of major). The appeal and documentation will be presented to the financial assistance committee. If the appeal is honored, the student must meet any specific requirements as determined by the committee.
3. A student receiving financial aid who is placed on probation by the registrar at the end of a course will receive a letter from the financial aid office specifying the effect on financial assistance if satisfactory academic progress requirements (as measured against quality points and credit hours required in an academic year) are not met within the probational period.

SPECIAL NOTE: A veteran student may not remain on probation for more than two semesters. At the end of the two semesters, he/she will be terminated to the Department of Veteran Affairs as not meeting the standards of progress even though he/she may be eligible to remain in school.

STUDENT LIFE

Belhaven College believes that well-rounded personal and social development can best be accomplished within a Christian community. Therefore, in order to meet individual needs while working for the needs of the community, it is necessary to establish guidelines for conduct. Belhaven's adult studies student handbook describes in detail guidelines governing general college regulations. The system of standards set forth in the student handbook is intended to maintain a balance between individual freedom and the good of the community. Believing that every aspect of life should be lived to the glory of God, Belhaven College seeks to apply consistently these standards with a concern for the total development of the individual.

Belhaven reserves the right to withdraw or dismiss any student who, in its judgment, displays conduct in violation of the standards of the College.

Grievance Policy for Written Student Complaints

The student grievance or complaint policy insures that students have adequate lines of communication wherein to file written complaints. Students are encouraged to inform the proper college official any time they feel one of their student rights or privileges have been denied.

Academic Grievances

Students wishing to file grievances on academic issues should submit written appeals to the academic appeals committee, which may be done through the assistant dean's office.

Academic grievances concerning a faculty member or a course should be directed to the assistant dean.

General Grievances

All general grievances, not of an academic nature, should be written and directed to the assistant dean. Students wishing to file grievances concerning project teams should contact the director of student services.

Procedure for Reporting Grievances

1. All student grievances must be submitted in writing to the proper college official.
2. The college official will then review the complaint and decide whether or not the complaint merits official action.
3. If action is taken, the appropriate official will then provide the student with a response to the complaint.
4. If the student feels that the official's decision is unfair, he/she may appeal the decision in writing; appeals must be done within 48 hours to the assistant dean.

Antihazing Policy

In compliance with Florida statutory requirements, the following antihazing policy is in effect: Any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student or which willfully destroys or removes public or private property for the purposes of initiation or admission into or affiliation with or as a condition for continued membership in any organization operating under the sanction of or recognized by Belhaven College is expressly prohibited at Belhaven College.

Academic Disability Accommodation

Belhaven College offers students disability accommodation in accordance with the guidelines of the American Disabilities Act. The student must provide current documentation of the disability from a licensed professional and complete the Belhaven ADA Request Form for accommodation of the term for which the request applies. The student must contact the Office of the Assistant Dean at the beginning of each semester for which accommodation is requested. Approved accommodations will be made within a reasonable time period after completion of the official

request.

Grievance Procedure for Disabled Students

Belhaven College has adopted an internal grievance procedure providing for the prompt and equitable resolution of student complaints alleging any action prohibited by regulations implementing the American with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and other pertinent federal, state, and local disability anti-discrimination laws. The assistant dean shall serve as the complaint coordinator.

1. Applicants or students shall file complaints, in writing, with the coordinator. A complaint shall contain the name and address of the person filing it and a brief description of the alleged violation. If the complainant needs an accommodation in order to file the complaint, he/she should inform the person taking the complaint.
2. Such complaints must be filed within forty-five calendar days after the complainant becomes aware of the alleged violation.
3. An investigation, as may be appropriate, shall follow the filing of a complaint. The coordinator will conduct the investigation.
4. The coordinator shall issue a written determination regarding the complaint and a description of the resolution. The coordinator shall forward a copy to the complainant within a reasonable time.
5. The complainant may request a reconsideration of the case in instances where he/she is dissatisfied with the resolution. Persons with complaints should make requests for reconsideration to the provost within thirty calendar days of the date of the written determination issued by the coordinator. The provost shall issue a decision regarding the appeal within a reasonable time, and the decision of the provost shall be final.

Job Placement/Career Development

Appropriate employment information that is provided to Belhaven College (including jobs available) will be posted on a bulletin board at the College.

The office of student services provides online self-evaluation testing and interest inventories as well as career counseling to assist students in reaching their career potential. An interactive computer program aids the undecided student on career choices and provides detailed information on specific occupations. Belhaven College's career page is accessible to students through Blazenet.

Hood Library

The Warren A. Hood Library houses more than 100,000 items. By using the toll free number to the Warren A. Hood library, 1-800- 808-5002, you can place orders for Interlibrary Loans. In addition to the book collections owned by the library, there are periodical subscriptions, record and compact disk collections, video cassettes, maps, vertical file materials, the College archives and periodical indexes, subscriptions to web-based indexes/full text databases, and reference materials for all fields.

Orlando Library Resources

Belhaven College students have access to several library resource sites through which to obtain a variety of full text databases ranging from general reference collection to specially designed, subject-specific research databases. These resources can be accessed through the Belhaven College website at <http://www.belhaven.edu> and then following the Blazenet link to the virtual library. Some of the resource links are EBSCO host, Christian Periodical Index, Grove's Dictionary of Art, Grove's Dictionary of Music, PsycArticles and PsycINFO, and Mergent Online.

Accounting Office

The accounting office handles all student accounts. If at any time you have questions concerning your account, please call 800-960-5940 ext. 8774 or visit the accounting office during office hours.

Alpha Sigma Lambda Honor Society

Alpha Sigma Lambda is a national honor society, which was founded “to recognize adult students in continuing higher education who achieve academic excellence while managing the responsibilities to family, work, and the community.” Eligibility for the honor society is open to matriculated undergraduate adult students who

1. Have earned 24 or more credits at Belhaven College,
2. Have 12 or more credits in liberal arts/sciences,
3. are in the top ten percent of the student pool remaining after completion of steps one and two, and
4. have a GPA of 3.5 or above.

Letters inviting eligible students to join the honor society are issued twice a year, in May and December.

ALUMNI ASSOCIATION

As stated in the constitution and by-laws, the purpose of the Belhaven College Alumni Association "shall be to advance the cause of Christian higher education, to unite all the alumni of Belhaven College into a compact organization so that they may more effectively communicate with each other and with the College on matters of mutual interest, to arrange for alumni reunions, and in other ways support the work of the College's alumni office." The office of alumni affairs is located in the alumni home at 1849 Peachtree Street. The affairs of the association are managed by a board of directors, which is elected to serve two-year terms beginning at the annual business meeting each fall.

Alumni return to the campus each fall, at which time the presentation of the Alumnus-of-the-Year Award is made. The recipients of the award have been: Elizabeth Spencer (1962), Virginia Hoogenakker (1963), Charlice Minter Gillespie (1964), Sarah Barry Gillespie Wilson (1965), Mary Virginia Alexander (1966), Bess Caldwell (1970), Adeline Hill Ostwalt (1971), Mary Katharine Knoblock McCravey (1972), Frances Preston Mills (1973), and Mary Taylor Sigman (1974).

In 1975, to commemorate 20 years of coeducation, citations rather than a single Alumnus-of-the-Year Award were presented to the following men: Woodrow Wilson Benton, Jr., (Class of 1963), John Harrison Campbell, III (Class of 1956), Charles Lowry Echols (Class of 1959), and Thomas Ennis Elkin (Class of 1962).

In celebration of the nation’s bicentennial, a Distinguished Service-to-Mankind Award was presented to industrialist Warren A. Hood in 1976. Distinguished Alumnus Awards were presented to Lula Williams Anderson (Class of 1923) and Thomas C. Maynor (Class of 1961).

Recent recipients of the Alumnus of the Year Award have been: Thomasina Blissard and Elizabeth Caldwell Swindell (1977), Bettye Quinn (1978), Janie Eldredge Languirand (1980), Verne R. Kennedy (1982), Clarence Chapman (1983), Margaret Weathersby (1984), James W. Hood (1985), Evelyn Tackett (1986), William K. Wymond (1987), Janet McDonald (1988), Jeannette McAllister Bailey (1989), Janie G. Rugg (1990), Beth Irby Milam (1991), Sue Gaddy Hathorn (1992), Catherine Kruidenier Teixeira (1993), W. Lynn Stringer (1994), Dr. Newton Wilson and Becky Orzen Wilson (1995), Elizabeth “Tay” Wise (1996), Mamy Ruth Giles (1997), Caroline Weir Bennett (1998), Susan Cornell Bauer and Gary H. Bauer (1999), William (Bill) E. Frisbee, Sr. (2000), Max Robert Taylor, Jr. (2001), and Palmer Robertson (2002). In 2002, the Distinguished Aspire Alumnus Award was established and presented to Nehemiah Flowers.

Two service awards, the Alumni Church Service Award and the Alumni Community Service Award, were added in 1995 in addition to the Alumnus of the Year Award. Recipients of the Church Service Award have been: Peggy Beckman Miller (1995), Reverend Clay and Darleen Quarterman (1996), Betty Clark Simmons (1997), Buck Mosal (1998), Helen Sloop Martin (1999), Dessie Anderson Caufield (2000), and Mary Elizabeth “Bibby” Richardson (2001). The Alumni Community Service Award has been granted to: Martha Harris Campbell (1995), Sarah Boddie Buffington (1996), Larry Johnson (1997), Ron McKinney (1998), Sarah Jane Givens Alston (1999), Ruth Wible Brewbake (2000), and Mary Evelyn “Ebbie” Smith Spivey (2001).

In recognition of the unselfish devotion of their careers to racial reconciliation and strengthening of the American family, Spencer Perkins and Chris Rice were awarded the Distinguished Service to Mankind Award in 1996.

ACADEMIC PROGRAMS

REQUIREMENTS FOR DEGREES

Belhaven College offers courses leading to associate's, bachelor's, and master's degrees. In addition to earning a prescribed minimum number of semester hours credit and to maintaining an overall *C* average (2.00 GPA), a candidate for an associate's or bachelor's degree from Belhaven College must complete basic course requirements, meet all departmental requirements for a major, make application in the adult studies office, and fulfill all financial obligations to the College. A candidate for a master's degree must fulfill the same requirements and obligations and maintain an overall B average (3.00 GPA).

Application for degrees must be made in the adult studies office or the graduate education office by the deadlines listed in the calendar. Failure to do so on schedule will result in a late fee assessment as listed in the special fee section; a delay in the graduation date is also possible.

Degrees*

Associate of Arts

Bachelor of Arts in Social Services

Bachelor of Business Administration in Management

Master of Business Administration in Leadership

Master of Arts in Teaching

Master of Education

*See the educational programs section of the catalogue for degrees offered and requirements.

Academic Advising

The director of student services will acquaint students with options in developing a plan for degree completion at the time of orientation. To complete all graduation requirements, a student may find that he/she will need to meet these requirements outside of the set programs.

Belhaven College at times may offer to adult students traditional courses at night or on Saturday as well as mini-term courses. These courses may be taken concurrently with other set courses if the student wishes to complete a degree in less time. After a student enrolls in the adult studies program, courses taken at other institutions of higher learning must be approved by the dean of adult studies. Concurrent enrollment in two institutions is not usually allowed.

The director of graduate teacher education will acquaint education students with options in developing a plan for degree completion. An appointment for degree completion planning may be made with the director. Questions regarding a degree plan should be directed to the director.

Students who "drop-in" for a course must pay a resource fee in addition to the current tuition charge.

Registration

The College offers open registration for all adult studies and graduate students. Graduate education students may register for classes with the education administrative assistant by mail or on site. AA, BA, BBA, MBA, MAT, and MEd students register on site with an admission representative in the division of adult studies and should schedule an appointment to complete registration.

Residence Requirement

Belhaven College requires of all candidates for an undergraduate degree a minimum residence as follows. The last 31 semester hours of work must be earned in residence with the exception that a student who has completed at least 90 hours at Belhaven College may request permission from the Registrar to complete the final 12 hours required of his/her degree at another accredited senior college or university. Students who have completed at least 60 hours may complete nine hours off campus; those with at least 31 hours may complete six hours.

For a graduate degree, Belhaven College requires of all candidates a minimum residence of one year. The last 12

semester hours of work must be earned in residence.

ADMINISTRATION OF THE CURRICULUM

Courses

- < Belhaven College reserves the right to cancel any course for which there is an enrollment of fewer than five students.
- < Courses for which no prerequisites are specified have no prerequisites.
- < Credit hours are indicated in parentheses following course titles.
- < Graduate courses are designated by 500 and 600 numbers.

Departmental Abbreviations

Art	ART
Biblical Studies and Ministries	BIB
Biology	BIO
Bachelor of Business Administration	BBA
Bachelor of Science in Management	BSM
Business	BUS
Computer Science	CSC
Economics	ECO
Education	EDU
English	ENG
History	HIS
Humanities	HUM
Mathematics	MAT
Master of Business Administration	MBA
Master of Science in Management	MSM
Psychology	PSY
Speech	SPE
World View Curriculum	WVC

The Gordon Rule Requirement

The Gordon Rule (State Rule 6A-10.30) applies to students who first enrolled in any college or university after October 1982. The rule requires students to complete 24,000 words of composition in four courses (12 semester hours) and to complete two courses (six semester hours) of mathematics at the level of college algebra or higher. Each course must be completed with a C or better. CLEP may not be used to satisfy the composition portion of the Gordon Rule requirement.

Courses offered by Belhaven College which allow students to satisfy the Gordon Rule requirements are as follows:

BIB 115	New Testament Principles	MAT 101	College Algebra
BBA 350	Business Statistics	SPE 104	Business Communications
CSC 102	Introduction to Computers	WVC 105	World Culture I
ENG 235	Survey of Literature I	WVC 107	World Culture II
ENG 240	Survey of Literature II	WVC 200	World Culture III
HIS 125	World Civilizations	WVC 208	World Literature I
HIS 130	World History for Today	WVC 210	World Literature II
HUM 250	European Cultures		

Grades and Quality Points

The meaning of the course grade is as follows: A, Superior; B, Good; C, Average; D, Passing; F, Failing; I, Incomplete; AU, Audit; NA, No Audit; W, Withdrew Before Grades; WP, Withdrew Passing; WF, Withdrew Failing; WC, BBA Withdrew From Course; AW, Administratively Withdrawn; S, Satisfactory; U, Unsatisfactory; ES, Examination Satisfactory; CR, Credit; NC, No Credit; RF, Repeated Failure/No Forgiveness.

The grades S (Satisfactory) and U (Unsatisfactory) are used for courses completed on the pass/fail option. The grade ES (Examination Satisfactory) is used for credit given by examination in foreign languages and mathematics. The grade CR (Credit) is given for nonacademic courses to indicate that credit has been earned. The grade NC (No Credit) is given for nonacademic courses to indicate that no credit has been earned. A plus/minus system of grading was implemented in the fall semester of 1985. The plus/minus changed the quality points associated with the letter grades; therefore, the letter grade A now carries 4.00 quality points; A- 3.665; B+ 3.335; B 3.00; B- 2.665; C+ 2.335; C 2.00; C- 1.665; D+ 1.335; D 1.00; D- 0.665; F 0.00. A quality point index is calculated at the end of each semester by dividing the number of quality points earned by the number of semester hours attempted, grades of F being counted as hours attempted. Only the grades listed immediately above carry quality points. Cumulative totals are also computed following each completed grade period.

Transfer work does not affect the Belhaven cumulative grade point average (GPA).

Incomplete

The grade I is given only in cases of prolonged illness and emergencies and indicates that all requirements in a course have not been met. In order for a student to receive the grade I, he/she must make the following arrangements with his/her professor and the office of adult studies prior to the end of the course.

The student (or one representing the student) must obtain the incomplete request form from the adult studies office. In filling out this form, the student and his/her professor agree upon the date(s) of completion for all work. Should the student fail to complete the required work within three months, the grade I will automatically be changed to a grade of F by the office of the registrar.

Failure: Repeated Courses

An F cannot be removed from a student's record. However, if a student enrolls again in a course, which he/she failed, the second grade is recorded on the permanent record for the semester in which the course was repeated with an indication that it was a repeated course.

Although both courses and the respective grades and quality points are shown on the permanent record, the semester hours credit is only earned once and the second course is shown as repeated.

Forgiveness Policy on Repeated Courses

A student, upon written request, may ask to repeat up to four courses (or 12 hours). The previous grade will appear on the permanent record but will not be used in calculating the quality point index.

The following stipulations apply to this policy:

1. The student cannot use this option to repeat a course in which a grade of A, B, or C was earned. This can only be used to replace a grade of C- or below.
2. The student cannot use the forgiveness policy to replace a grade that was earned at another school, nor may grades earned at Belhaven be replaced by grades earned at another school. This policy will only affect the Belhaven grades and quality point index.
3. The last grade earned will be the one used to recalculate the GPA, even if a lower grade is earned the second time that the course is taken.

Academic Probation and Suspension

A quality point index is calculated at the end of each course by dividing the number of quality points earned at Belhaven by the number of semester hours attempted at Belhaven. ALL STUDENTS ARE EXPECTED TO MAINTAIN A QUALITY POINT INDEX OF 2.00 (3.0 for graduate students) REGARDLESS OF THEIR CLASSIFICATION.

A student who falls below the required cumulative 2.0 (3.0 in a graduate program) in any program will be placed on **probation** for the next three consecutive courses. Academic probation will be removed when the student achieves a satisfactory cumulative GPA of 2.0 (3.0 in a graduate program).

If a student does not achieve a 2.0 (3.0) within the probationary period of three consecutive courses, he/she will not be eligible for readmission until six months have passed. In such cases, a formal application must be submitted and registration fee must be paid in accordance with admissions procedures. In addition, applicants will petition for readmission by the cause and correction for academic deficiencies.

The second academic disqualification will be considered a **suspension**, and the student may not petition for reinstatement for three years.

Administrative Withdrawal

Students may be administratively withdrawn for nonpayment of tuition, misconduct, noncompliance with academic policy, and/or nonattendance.

Classification

An undergraduate student's classification is determined by the number of semester hours he/she has to his/her credit. For sophomore standing a student is required to have earned 24 semester hours of credit, for junior standing 54 semester hours, for senior standing 90 semester hours, and for graduation 124 semester hours and 240 quality points.

Course Load

For AA, BA in Social Services, BBA, and MBA, a normal course load in a four-month period should not exceed 12 semester hours. Any exceptions to this policy will be approved by the dean of adult studies. Approval will be on the basis of the student's previous record of achievement and the course in which he/she wishes to enroll. No student may receive credit for more than 18 hours in a semester.

In the graduate teacher education program, the maximum course load is six semester hours per session. Requests to exceed the maximum of six hours must be made to the director of graduate teacher education and will be reviewed primarily on the basis so the student's previous record of achievement and the courses in which he/she wishes to enroll. No students may receive credit for more than nine hours in a session under any circumstances.

Grade Reports

At the conclusion of an adult studies course, final grade reports are mailed to each student at his/her permanent address or to the address where the billing is sent. In the scholar's A.A. program, final grade reports are mailed at the end of each term or session. The office of the registrar will not show students their grades. **Grades will not be discussed or given out by phone, e-mail or fax.** Course grade reports will indicate course completed, credit received, and grades assigned.

Transcripts

A student who desires a transcript must fill out a request form available in the office of student services at least 48 hours before the time he/she needs to have the transcript sent. The registrar is not permitted to transfer credits for a student who is in debt to the College. The request for a transcript must be signed by the person whose record is to be

released. The cost of each transcript is \$5.00 and must be paid in advance by cash, credit card, or money order. Personal checks are accepted; however, the transcript request will be held for two weeks to allow time for the check to clear.

Family Education Rights and Privacy Act of 1974

Belhaven College wishes to inform students of the Family Education Rights and Privacy Act of 1974, as amended. The act, with which the institution intends to comply fully, was designated to protect the privacy of educational records and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with Family Education Rights and Privacy Act Office (FERPA) concerning alleged failures by the institution to comply with the act.

Belhaven College accords all the rights under law to students who are declared independent. No one outside the institution shall have access to nor will the institution disclose any information from students' education records without the written consent of students except to personnel within the institution, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the act.

Within the Belhaven community, only those members individually or collectively acting in the student's educational interest are allowed access to student education records. These members include personnel in the office of the registrar, provost's office, admissions office, student services office, financial aid office, business office, and office of institutional improvement.

Students may not inspect and review the following as outlined by the act: confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review, or education records containing information about more than one student, in which case the institution will permit access only to that part of the record which pertains to the inquiring student.

Class Attendance Policy

Class attendance is mandatory. The nature of the educational programs requires that students be present for the concentrated class once a week and the extension of that class into the student team meeting once a week. It is imperative that students attend every class; however, since extreme circumstances may occur, the following attendance policies will ensure that the full course material is received by each student.

- < Class attendance records are maintained by the instructor and submitted to the administrative office after the first class period and at the end of the course. Project teams monitor attendance internally, and their end-of-course reports become part of the weekly attendance totals. Each faculty member verifies the site of the meeting place for each team and the weekly project team attendance as documented on project team logs.
- < Class attendance sheets, project team logs, and grade rosters are turned into the adult studies office within seven days after the end of the course.
- < Any student who misses more than 20 percent of a course will receive an F for the course. Students also are not allowed to miss more than 20 percent of the project team meetings for a course and will receive an F in the course if they do so.
- < Special circumstances may be referred to the dean of adult studies through the director of student services or to the director of graduate teacher education.

Degree Audits

The schedule for a student's degree audit to be updated is:

- 1) When entering the educational program.
- 2) When reaching the midpoint of the program.
- 3) When applying for graduation.

Students must keep their own records of their academic progress; ***ULTIMATELY, IT IS THE RESPONSIBILITY OF THE STUDENT TO SEE THAT HE/SHE IS COMPLETING THE CORRECT COURSES FOR THE***

DEGREE HE/SHE IS PURSUING.

Graduation with Honors

To graduate cum laude, magna cum laude, or summa cum laude, a student must have earned a minimum of 60 academic hours carrying quality points at Belhaven College. At the time of graduation the student must have established a cumulative quality point index both on the Belhaven College record and all accepted college courses as a whole and meet the following minimums to be eligible: cum laude, 3.4; magna cum laude, 3.7; summa cum laude, 3.9.

To graduate "with honors," a student must have a minimum of 45 academic hours carrying quality points at Belhaven College, a 3.4 cumulative grade point average at Belhaven College, and a cumulative grade point average figured on both the Belhaven College record and all accepted college courses as a whole of 3.4.

Independent Study

Independent study courses will be available only for degree-seeking seniors who are unable to get a needed course at the regularly scheduled hour.

Students must complete a special request form and obtain permission from the dean of adult studies in order to register for the course. The professor is not authorized to grant final approval for an independent study course. The request should be made as soon as possible, but must be submitted to the dean of adult studies no later than the last day to enter a course or change enrollment status.

No course intended to be used for the forgiveness policy can be taken as independent study; furthermore, all forgiveness policy courses must be taken at Belhaven College.

Veterans' Regulations

Each recipient of VA benefits enrolled at Belhaven College is expected to become familiar with, and to adhere to, all academic policies stated in the current issue of the Belhaven College catalogue.

Alternative Credit (For undergraduate degrees only)

Belhaven College strongly encourages its students to take every opportunity to accumulate credits through its regular or elective credits, taking advantage of the academic and personal benefits available through our faculty. However, the following "alternative" credit sources are acceptable if necessary. **All alternative credit must not exceed 45 credit hours toward the undergraduate degree.**

C Standardized Testing

Belhaven College recognizes the CLEP, DANTES, and ACT PEP standardized tests for credit and accepts the recommended score scale. Credit may not exceed 30 hours.

C Proficiency Exams

Some departments at Belhaven College will utilize a proficiency exam (the equivalent of an end-of-course semester comprehensive examination) as an option for courses that do not have a standardized test available. These exams must be approved by the dean of adult studies before being administered. A \$100 fee is charged for administering the exam and \$200 if credit is given. Credit may not exceed 12 hours.

C Correspondence Courses

Courses taken by correspondence from other colleges are acceptable when approved by the dean of adult studies and not exceeding the number of hours accepted by the College. Generally, these courses should be those not offered or not available through Belhaven College. Credit may not exceed nine hours in general education or 12 hours total.

C Guided Study

A limited number of guided studies are available to students who need one course that is not available and

is needed for graduation. There is an additional fee of \$175.00 above tuition for this option. This option must be approved by the Dean of Adult Studies as well as the consulting faculty member.

C **Military Credit**

Credit for military service may be awarded as four credit hours of Physical Education if credit has not already been achieved in this area. These credits are awarded as non-academic hours. Other military training courses are individually assessed by the American Council on Education (ACE) recommendations. Credit may not exceed 30 hours.

C **Documented and Experiential Learning Credit**

(Maximum credit - 30 hours)

Belhaven College is among more than 600 colleges and universities involved in assessing documented learning for academic credit toward an undergraduate degree. The Council for Adult and Experiential Learning (CAEL), an educational association founded in 1974 to promote the acceptance of the awarding of college credit for documented and experiential learning, has led the way in developing and implementing assessment techniques. Belhaven College uses the guidelines developed by CAEL. **In order for the credit to be granted officially and recorded on the transcript, the applicant must have completed successfully a minimum of 12 semester hours of academic course work at Belhaven College.** This type of credit is not necessarily transferable into or out of Belhaven College. The process for experiential credit should be completed by the end of the first year in the adult studies program. A \$175.00 assessment fee is paid at the time the portfolio is turned in for assessment. Upon awarding of credit, the student is charged \$75.00 per semester hour of credit and must pay the full amount before the credits are recorded on the student's permanent record.

C **Documented Learning - Portfolio I**

Credit for professional or technical courses, licenses, certifications, workshops, etc., can be awarded if documented thoroughly. Faculty members assess the validity of substantial documentation based on completion, clock hours, and content. The Portfolio I must include a resume, an autobiographical sketch, and a value of learning statement for each topic area. One semester hour of credit **may** be awarded for 20 hours of instruction that is determined by faculty to be college level.

C **Experiential Learning - Portfolio II**

Credit for experiential learning can be awarded through an essay-writing process. Faculty award credit based upon college-level academic principles evident in the student's writing. The Portfolio II must include a resume, an autobiographical sketch, thorough documentation of the work experience being described, as well as a 12-to-20 page essay describing the learning that occurred from the work experience and the resulting applications both for that situation and for future situations. Students enroll in a Portfolio II Seminar to learn the process and may be referred to the English writing lab if they need aid in developing writing skills.

NOTE: Any appeals by students in regard to the number of semester hours of credit awarded through the portfolio process may be made to the director of student services.

PROGRAM OF STUDY

Colleen Ramos, Assistant Dean

Steps in the Application Process.

- < Return completed application and \$25.00 application fee to Belhaven College.
- < The student must request an official transcript to be sent to Belhaven College from each college previously attended. Request forms are available from our office of admissions.
- < A veteran who wishes to be assessed for military credit or who will use veteran benefits must submit a copy of Form DD214 and/or DD295 to Belhaven College.

Any student applying for financial aid should complete ALL financial aid forms. For more information concerning financial aid, please call our Jackson campus at (601) 968-5933 or toll free number (800) 960-5940.

Associate of Arts Scholars Program

Objectives of the Associate of Arts Program

Through completion of the liberal arts curriculum, Belhaven encourages breadth of vision and promotes the maximum development of each student intellectually, spiritually, culturally, and physically. The following educational objectives are at the core of the Associate of Arts curriculum:

- Form a broad base for a detailed study in a major discipline while giving Christian perspective on the world of ideas.
- Apply critical thinking and reasoning skills to identify problems and to develop problem-solving abilities.
- Develop students' potential, enabling them to face the future with confidence and determination.
- Facilitate spiritual growth by examining personal and corporate values from a Christian worldview.
- Facilitate social development and effectiveness in interpersonal relationship through developing personal values and constructive attitudes toward work, other people, and the quality of life.
- Prepare students for leadership and service in their chosen vocation.
- Develop students' written and spoken communication skills.

Freshman Admission Requirements

- All freshmen shall complete an application for admission and submit the \$25 application fee to the Office of Admissions.
- The high school counselor shall send an official transcript directly to the College indicating at least six semesters of high school work and listing senior subjects.
- All freshmen are required to submit results of either the ACT or the SAT, unless these scores appear on the student's official high school transcript. A minimum ACT composite score of 20 or SAT of 930-960 and a 2.0 grade point average on a 4.0 scale are required for automatic admission. Applicants with ACT scores of 18 or 19 or SAT of 850-920 are encouraged to apply, although the admissions committee for acceptance must review their portfolios.
- All freshmen are required to submit an academic reference that has been completed by the high school counselor or teacher.
- A student who has been educated at home (home schooled) must submit a transcript outlining courses taken and

ACT or SAT scores; OR meet the requirements for students applying with a GED. A freshman that applies during the registration process must produce an unofficial or official high school transcript in order to register for classes. If an unofficial copy of the transcript is submitted, the student will be given 30 days for the official transcript to be received in the Office of Admissions. The official final transcripts must be received before the student is considered officially registered and eligible to receive financial aid. It is understood by all parties that if for some reason a student is denied admission as a result of not having all documentation at the appropriate offices by the deadline stated, Belhaven College is not liable for any losses incurred by the student.

Special Admission Process

- Requirements for EARLY ADMISSION of high school students: Students of superior academic potential who do not hold a high school diploma but who have completed a minimum of 15 units of academic courses at the high school level may be considered for admission as first-time freshmen if their academic preparation and maturity suggest that they can benefit from and contribute to the academic program of Belhaven College. A minimum score of 21 on the ACT or SAT of 970, a 3.0 average on a 4.0 scale, and a personal interview with the director of admissions are required.
- Requirements for DUAL ENROLLMENT: To be dually enrolled, applicants must secure a letter of recommendation from their high school counselors and must have a minimum composite score of 21 on the ACT or SAT of 970. This program offers highly qualified high school students the opportunity to earn college credits while they are enrolled and meeting high school credit. They may take courses at the College, provided

that the courses do not interfere with their high school curriculum.

Degree Requirements

Candidates must satisfy 62 semester hours of credit. Complete basic course requirements and meet all departmental requirements for a major. A minimum of 16 semester hours must be taken at Belhaven College to receive the Associate of Arts degree. Maintain an overall C average (2.00 GPA). All candidates must make application for graduation in the Office of Student Services. Fulfill all financial obligations to the College. Application for graduation must be made in the Office of Student Services no later than 90 days before graduation. Failure to do so on schedule will result in a late fee assessment as listed in the *Special Fee Section*.

Associate of Arts Course Descriptions (Scholars Program)

Biblical Studies (BIB)

220 Survey of the Old Testament (3).

A survey of the Old Testament and some of its basic themes, with an emphasis on the character of the God who reveals Himself through the Bible. Since God has created humankind in His image for fellowship with Him, there is consistent reference to the terms of that relationship. God is presented as holy, loving, sovereign, while people are presented as responsible for loving God, loving their neighbor, and caring for all that God has created. Attention is given to the promises and demands God makes which are relevant in our relationship with Him today.

221 Survey of the New Testament (3).

This course is a survey of the New Testament and some of its basic themes, with an emphasis on Jesus Christ as God who became a human being. Since Jesus came to seek and to save the lost, attention is focused on the salvation He came to bring and how it is received. Since Jesus continues to be God, attention is given to His Lordship over history and human life. The implications of His Lordship for our lives today are examined.

Biology (BIO)

105 General Biology I (3).

An analytical approach to the study of basic biological processes and principles as designed by the Creator; stress on the common foundation on which are living events are based.

106 General Biology II (3).

A continuum to BIO 105.

108 General Biology II Lab (1). Coreq.: BIO 106

Computer Science (CSC)

102 Introduction to Computers (3).

This survey course introduces computer hardware, software, procedures, systems, and human resources and explores their application in business and other segments of society. An introduction to operating system commands, word processing, electronic spreadsheets, and database management systems is accomplished through "hands-on" projects using microcomputers.

English (ENG)

103 **Composition and Rhetoric (3).**

This course offers instruction in the writing process to develop skills in producing expository and persuasive writing, including the research essay. Emphasis is on the Christian responsibility to use language effectively and ethically.

107 **Effective Research Writing (3).**

This course is a study leading to the mastery of the progressive steps of responsible research and effective writing procedure according to the APA guide of documentation.

History (HIS)

205 **Contemporary World History (3).**

This course is a study of international affairs since World War I, emphasizing recent and current events. It is a selective survey of significant 20th-century political and cultural occurrences, which provides perspective for modern times.

Mathematics (MAT)

101 **College Algebra (3).**

For students whose mathematics ACT score is 21 or above (SAT math score is 460 or above). A study of the real number system, equations, inequalities, functions, graphs, zeros of polynomials, conic sections, and the binomial theorem.

Spanish (SPA)

101 **Elementary Spanish I (3).**

An introductory course designed to equip the student with the linguistic skills necessary for verbal and written communication at the elementary level of communicative competence in Spanish. Also offer an overview of the culture of the Hispanic community throughout the world and an opportunity to consider the possibility of cross-cultural ministry within the context of the Hispanic community.

102 **Elementary Spanish II (3).**

Offered as a continuum to SPA 101.

Speech (SPE)

102 **Public Speaking and Discussion (3).**

A study of principles and practice in extemporaneous public speaking; development of informative, persuasive, and problem-solving techniques; accruing of expertise in theory and application in various types and formats of small group discussion. This course is not open to freshmen.

Worldview Curriculum (WVC)

102 **Form and Meaning I (1).**

Using exemplary artifacts from a survey of art history prehistory to early Medieval, this course discusses the creative process and Christian worldview, intent, concept, and the interrelationship of style, subject matter, and medium.

104 **Form and Meaning II (1).**

The artifacts of the high Middle Ages through the Baroque are studied, in particular the abstract elements and organizing principles of visual art during this era.

105 World Culture I (3).

This foundational course in the worldview curriculum traces the origins of civilization and the significance of worldviews in their development through the Middle Ages. Includes the great literary work of civilization from its origin to the early Middle Ages.

107 World Culture II (3).

Continuing with the study of civilizations, this course traces the development of western civilization from the high Middle Ages to the Enlightenment and the rise of scientism. Continues with the great literature of civilization concentrating upon the period between the high Middle Ages and the Enlightenment.

110 Christian Perspective I (1).

Introduces the student to building a Christian worldview and the poverty of alternative worldviews such as deism, naturalism, nihilism, existentialism and New Age gnosticism.

112 Christian Perspective II (1).

Concentrating upon the Christian worldview, this course explains the scriptural principles behind “thinking Christianly” about the world. Emphasis is placed upon practical ethics including the topics of human life, the environment, the helpless, and one’s responsibility to God, self and others.

115 Learning for Life (1).

A study of learning as it relates to our Christian service before God. Various approaches to stewardship of time and effective learning strategies will be examined to assist students as they pursue academic, personal and professional goals.

200 World Culture III (3).

Beginning with the French Revolution and political humanism, this course takes the study of civilizations up to the First World War.

202 Form and Meaning III (2).

Using representative artifacts from the time period from the Enlightenment through 1900, this course surveys the critical response to art by modernity including the balance between subjectivity and objectivity, form/content, interpretation and evaluation.

204 Form and Meaning IV (1).

Completing the study of art, music, and culture, this study focuses upon the 20th century and emphasizes the application of the principles learned in WVC 102, 104 and 202 to aesthetic and critical judgments.

208 World Literature I (2).

Encompassing the years from the French Revolution to the First World War, the literature of modernity and humanism are studied. Burke, Melville, Darwin and the rise of the novel are among the topics covered.

210 World Literature II (3).

Studies of poetry, novels, and drama that have shaped the modern and postmodern experience. Application of the principles learned is emphasized.

218 Capstone Experience (3).

The concluding course in the worldview curriculum that integrates the major points of the preceding courses and their application to contemporary society. Career assessment is included and supervised internship is available to those who qualify with at least a 3.0 GPA.

ADULT STUDIES PROGRAM OBJECTIVES

Through our adult studies program curricula, Belhaven College encourages breadth of vision and promotes the maximum development of each student intellectually, spiritually, culturally, and physically. The following educational objectives are at the core of the adult studies program:

- < Develop students' potential, enabling them to face the future with confidence and determination.
- < Prepare adult students for leadership and service in their chosen vocation.
- < Apply critical thinking and reasoning skills to identify problems and to develop problem-solving abilities.
- < Apply theoretical knowledge to solve real-life problems through teamwork within the context of an active learning environment.
- < Facilitate social development and effectiveness in interpersonal relationships through developing personal values and constructive attitudes toward work, other people, and the quality of life.
- < Form a broad base for a detailed study in a major discipline while giving Christian perspective on the world of ideas.
- < Foster and promote a sense of Biblical ethics and values to be applied in the students' personal and professional lives.
- < Facilitate spiritual growth by examining personal and corporate values from a Christian worldview.
- < Understand the functional components of business - economics, marketing, accounting, finance, law, and management.

Associate of Arts – Adult Studies

The Associate of Arts (A.A.) degree program provides adults with an excellent foundation in the liberal arts while preparing them for continued studies. The curriculum develops the adult learner's sensitivity to human values and capacity for critical thinking.

Admission Requirements

- < Official transcripts from all colleges or universities previously attended. Students applying with fewer than 12 semester hours of transferable college credit must also submit an official high school transcript showing the date of graduation. A 2.0 grade point average (GPA) is required.
- < A student who has earned the General Education Development (GED) certificate may be admitted. An official GED transcript must be provided from the state department of education of the state that issued the certificate; subscores must be 45 or higher or an average standard score of 50 or higher.
- < A minimum age of 21.
- < All transfer credit must be college academic level with a minimum cumulative GPA of 2.0 on a 4.0 scale.
- < Applicants whose native language is not English must provide evidence of proficiency in English by scoring 500 paper-based or 173 computer-based or above on the Test of English as a Foreign Language (TOEFL). The TOEFL requirement may be waived under certain circumstances if English proficiency can be demonstrated through other reliable documentation.

Graduation Requirements

- < A total of 62 semester hours is required to earn the associate's degree.
- < The last 17 semester hours of course work must be earned in residency.
- < Successful completion of all courses taken at Belhaven College with a minimum cumulative GPA of 2.0.
- < Payment of all tuition and fees.

A.A. Course Sequence

Course	Title	Credit	# Weeks
EDU 105	Learning Strategies for Adults	3	5
BIB 220	Survey of the Old Testament	3	5
BIB 221	Survey of the New Testament	3	5
ENG 104	Introduction to Writing	3	5
ENG 105	Research Writing for Adults	3	6
SPE 104	Business Presentations	3	5
ENG 235	Survey of Literature I	3	5
MAT 133	Mathematical Concepts for Business with Lab	4	8
HUM 250	European Culture	3	5
BIO 255	General Biology I	3	7
BIO 257	General Biology I Lab (to be taken concurrently with BIO 255)	1	
BIO 260	General Biology II	3	5
ENG 240	Survey of Literature II	3	5
HIS 130	Twentieth Century Europe	3	5
ART 245	Messages of Art	3	5
HIS 125	World Civilizations	3	5
BIB 301	Christian Interpretation of Life	3	5
	Elective	3	
	Elective	3	
	Elective	3	
	Elective	3	
	TOTAL	62	

Bachelor of Arts in Social Services

The department of psychology seeks to introduce all students to the study of human behavior and mental processes within a Christian context. The major is designed to provide a foundation of knowledge in the major subfields of psychology and to prepare students for future study in the field of psychology. Emphasis is placed on developing the students' abilities to understand and to apply psychology in their everyday lives. An important goal in all psychology courses is to help students in their ability to appropriately interrelate their study of psychology and the Christian faith.

Major: B.A. in Social Services: 48 hours as follows: PSY 202, 221, 242, 251, 261, 312, 340, 342, 352, SOC 101, 201, 202, 370, 420, BIB 360, and WVC 401.

Course Sequence for Bachelor of Arts in Social Services

Course #	Title	Credit	# Weeks
EDU 105	Learning Strategies for Adults	3	5
BIB 220	Survey of the Old Testament	3	5
BIB 221	Survey of the new Testament	3	5
PSY 202	General Psychology II	3	5
PSY 221	Child Psychology	3	5
PSY 242	Effective Parenting	3	5
SOC 101	Introduction to Sociology	3	5
PSY 312	Abnormal Psychology	3	5
PSY 342	Psychology of the Exceptional Child	3	5
PSY 251	Healthy Families	3	5
PSY 261	Psychology of Aging	3	5
WVC 401	Kingdom Life: Family and Workplace	3	5
SOC 201	Social Problems	3	5
SOC 202	The Family	3	5
PSY 340	Introduction to Counseling Theory and Techniques	3	5
PSY 352	Social Psychology	3	5
BIB 360	Christian Social Responsibility	3	5
SOC 420	Sociology of Urban Life	3	5
SOC 370	Social Services Field Experience	3-6	

Bachelor of Business Administration in Management

The bachelor in business administration (B.B.A.) program prepares students for entry-level management positions and provides a course of study for adult students who wish to enhance their managerial skills. The format is a “preset” approach in which an entering class remains together throughout the program, meeting classes one night per week. Students are required to participate in weekly project team meetings, which are designed to enhance the learning process and the development of problem-solving skills. Project teams must meet a minimum of four hours per week, and their activities are monitored by their professors.

Objectives of the Bachelor of Business Administration in Management Program

The bachelor of business administration in management program incorporates the development of the adult student’s exposure to human problems and personal values through a well-planned, sequenced curriculum which integrates within the curriculum increasingly advanced cognitive skills, awareness of self and others, and social and interpersonal skills, all through a Christian worldview.

Within the business major, certain required courses form the theoretical and practical framework adults need to succeed in increasingly responsible leadership roles within their professional and personal organizations. The bachelor of business administration encourages students to achieve the following educational objectives:

- < Apply critical thinking and reasoning skills to identify problems and to develop problem-solving abilities.
- < Develop their potential, enabling them to face the future with confidence and determination.
- < Facilitate spiritual growth and examine personal and corporate values and behavior from a Christian worldview.
- < Facilitate social development and effectiveness in interpersonal relationships through development of a

- < Christian worldview and constructive attitudes toward work, other people, and the quality of life.
- < Prepare for leadership and service in their vocations.
- < Develop written communication skills.
- < Develop oral communication skills.
- < Foster and promote a sense of biblical ethics and values to be applied in their personal and professional lives.
- < Understand the functional components of business - economics, marketing, accounting, finance, law, and management.
- < Apply theoretical knowledge to solve real-life problems through teamwork within the context of an active learning environment.

Admission Requirements

- < A minimum of 54 semester hours earned from a regionally-accredited college or university and/or from CLEP, ACE, PEP, or USAFI/DANTES (maximum of 30 semester hours from these alternative sources). Credit must be college academic level.
- < Official transcripts from all colleges and/or universities previously attended showing a minimum cumulative grade point average of 2.0 on a 4.0 scale.
- < A minimum age of 22.
- < Two years of relevant work experience.
- < Applicants whose native language is not English must provide evidence of proficiency in English by scoring 500 paper-based or 173 computer-based or above on the Test of English as a Foreign Language (TOEFL). The TOEFL requirement may be waived under certain circumstances if English proficiency can be demonstrated through other reliable documentation.

Graduation Requirements

- < Successful completion of at least 124 semester hours.
- < Successful completion of the bachelor of business administration core curriculum (49 semester hours) and all other courses taken at Belhaven College with a minimum cumulative grade point average of 2.0.
- < Satisfaction of Belhaven's general education requirements (46 semester hours).
- < Oral and Written Communication Skills: Six semester hours in written communications and three semester hours in speech communication
- < Literature: Six semester hours
- < Culture: Three semester hours
- < Science: Seven semester hours
- < College Algebra: Three semester hours (MAT 133 will fulfill this requirement)
- < History: Six semester hours
- < Biblical Studies: Six semester hours
- < Art or Music Appreciation: Three semester hours
- < Kingdom Life: Family and Workplace: Three semester hours
- < Payment of all tuition and fees.

B.B.A. in Management Course Sequence

Course #	Title	Credit	# Weeks
BBA 300	Life Management	1	2
BUS 326	Principles of Management	3	5
BUS 304	Business Communication	3	5
BUS 418	Business Ethics	3	5
BUS 310	Management Information Systems	3	5
MAT 202	Quantitative Reasoning	3	7
BBA 412	Organizational Behavior	3	5
BSM 392	Business Research Methods	3	6
BSM 425	Marketplace Economics	3	5
BUS 362	Human Resources	3	6
BBA 340	Marketing Strategies	3	5
BUS 414	Business Law	3	5
BSM 370	Accounting for Managers	3	7
BUS 363	Business Finance	3	6
BUS 420	International Business	3	5
BUS 419	Business Policy	3	5
WVC 401	Kingdom Life: Family and Workplace	3	5
	TOTAL	49	89

Course Descriptions for A.A., B.A. in Social Services, and B.B.A. in Management Programs

Art (ART)

245 The Messages of Art (3).

This course will focus on equipping students in righteous judgment as it relates to art through application of a model set of critical tools. Emphasis will be placed on identification, analysis, and evaluation of work from key movements and individuals in the history of art as well as artistic components of contemporary culture.

Biblical Studies (BIB)

220 Survey of the Old Testament (3).

A survey of the Old Testament and some of its basic themes, with an emphasis on the character of the God who reveals Himself through the Bible. Since God has created humankind in His image for fellowship with Him, there is consistent reference to the terms of that relationship. God is presented as holy, loving, sovereign, while people are presented as responsible for loving God, loving their neighbor, and caring for all that God has created. Attention is given to the promises and demands God makes which are relevant in our relationship with Him today.

221 Survey of the New Testament (3).

This course is a survey of the New Testament and some of its basic themes, with an emphasis on Jesus Christ as God who became a human being. Since Jesus came to seek and to save the lost, attention is focused on the salvation He came to bring and how it is received. Since Jesus continues to be God, attention is given to His Lordship over history and human life. The implications of His Lordship for our lives today are examined.

301 A Christian Interpretation of Life (3).

A study of the Christian world and life view, contrasting Christianity with other worldviews of modernity and postmodernity. This study shows that the Christian worldview is reasonable and that its prescription for life promotes the well-being of mankind.

- 310 The Life and Teaching of Jesus (3).**
A survey of Christ's life and teaching based on all four Gospels. Special attention is given to understanding the historical setting, showing how these books relate to the rest of Scripture and applying their principles today.
- 311 The Life and Teachings of Paul (3).**
A study of Paul's life and teachings as seen in Acts and his letters. This is designed to give the student an understanding of the early church and the ability to apply biblical principles to contemporary issues.
- 350 The Church and Its Mission (3).**
Study of basic biblical images and models of the church in order to use these as the pattern for how the church should reach out to the world in Christ's name.
- 360 Foundations of Christian Social Responsibility (3).**
Specific biblical teachings from both the Old and New Testaments are presented as the foundation for serving God in a world filled with social needs.
- 412 Evangelism and Disciple Building (3).**
Study of methods of evangelism and discipleship, giving special attention to the importance of relationships and prayer in winning others to Christ.

Biology (BIO)

- 255 General Biology I (3).**
This course is designed to acquaint the student with the basic structures and life processes in animals as designed by the Creator. The major emphasis is on human anatomy and physiology. The course will include a brief overview of molecules, cells, and tissues. The major emphasis will be on mammalian organs and organ systems. The following organ systems will be emphasized: epithelial, skeletal, muscular, nervous, circulatory, respiratory, excretory, and reproductive.
- 257 General Biology I Lab (1).**
The lab involves students in hands-on examination of the same structures and functions discussed in lecture.
- 260 General Biology II (3).**
This course is designed to acquaint the student with the diversity of the living world as designed by the Creator. The organisms and the environment were initially designed with perfect interactions, checks and balances, and mechanisms for interdependence between microbes, plants, animals, and their nonliving environment. The major emphasis will be on the classification of organisms, the interactions between those organisms and the environment, and macro- and microevolution and creation.

Business (BUS)

- 304 Business Communication (3).**
A study of the modern techniques of writing a variety of effective business memoranda, letters, and reports. Also included will be the presentation of oral reports.
- 310 Management Information Systems (3).**
An overview of information processing and management information systems. A survey of how business managers typically use computers. A study of computer hardware, software, and the methods that are used to apply them to business information needs.
- 326 Principles of Management (3).**

An introduction to the foundational principles and the basic management techniques that every manager must master to succeed in today's fast-changing, competitive environment. Emphasis is on the planning, organizing, managing, and controlling functions.

362 Human Resources (3). Prereq.: BUS 326.

An investigation into the nature and behavior of humans as we relate and work together in organizations. Practical applications are made to the following: selection and retention, training, motivation, compensation, discipline, and organizational design.

363 Business Finance (3). Prereq.: BSM 370, 425, and MAT 202.

A study of the sources and uses of funds in modern business firms. Emphasis is on capital markets, the time value of money, risk and rates of return, the valuation of bonds and stocks, financial statement analysis, financial forecasting, and capital budgeting.

414 Business Law (3).

A study of the basic principles of law that apply to business transactions, thereby providing a basis for confidence in reaching decisions within the framework of rules of law. Primary emphasis is on contracts, agency, and the legal environment of business.

418 Business Ethics (3).

A study of basic ethical principles as applied to the major problem areas facing economic systems and to decision-making in the corporation and in society in general. The basic ethical principles and the accompanying value system used are biblically based.

419 Business Policy (3). Prereq.: BUS 326 and 363, BBA 340, BSM 425, and MAT 202.

A study of the methods used by business firms in developing and evaluating strategies and policies to achieve goals and objectives.

420 International Business (3).

A survey of the operation of the firm in a global environment. Topics include global markets, international trade, foreign exchanges, trade policy, international politics, cross-cultural management, global strategic management, organizational design, and controlling.

Business Administration (BBA)

300 Life Management (1).

This is an orientation course for adult students returning to higher education, designed to provide the tools needed to complete an undergraduate degree. Topics covered include organizing guidelines, learning styles, time management, team interaction, professional and personal growth, and library resources.

340 Marketing Strategies (3).

This course presents an overview of the marketing discipline with emphasis on planning and the development of competitive strategies. Major topics include the marketing environment, forecasting, price, retailing, wholesaling, product, and promotion.

412 Organizational Behavior (3).

A study of human behavior at the individual, group, and organizational level with topics including personality, motivation, teams, leadership, power, and organizational structure.

Business Management (BSM)

370 Financial Accounting for Managers (3).

This course is intended to be a one-course introduction to financial accounting. It will provide managers with the ability to understand and use financial statements, financial reports, and budgets, without the emphasis on preparation found in two-semester courses.

392 Business Research Methods (3).

This course provides an examination of the techniques of business research used by business leaders. Analysis of data, presentation of findings, and implementation actions are studied as well as research methods.

425 Marketplace Economics (3).

This course is a general introduction to the foundational principles and theories in micro- and macroeconomics for the manager. It includes the relationship of economic analysis to management decision-making and business strategy and policy.

Computer Science (CSC)

102 Introduction to Computers (3).

This survey course introduces computer hardware, software, procedures, systems, and human resources and explores their application in business and other segments of society. An introduction to operating system commands, word processing, electronic spreadsheets, and database management systems is accomplished through “hands-on” projects using microcomputers.

Economics (ECO)

210 Comparative Economic Systems (3).

A survey of various types of economic systems emphasizing the contrasts among command, interventionist, and market economics, their political configurations, and their impact upon business enterprise and entrepreneurship.

Education (EDU)

105 Learning Strategies for Adults (3).

A study of learning strategies specifically targeted to the adult learner returning to college. Includes time management, effective learning strategies, and basic computer use. Designed to assist adult students as they pursue their personal, academic, and professional goals.

English (ENG)

104 Introduction to Writing (3).

An introduction to the process of writing, emphasizing skills in proper use of grammar, paragraph and essay writing, and critical thinking. Emphasizes the Christian responsibility to use language effectively and ethically.

105 Research Writing for Adults (3).

A course in research writing designed to revisit composition skills, introduce and use recognized research techniques and styles of documentation, learn organization of thought through literary examples, and develop critical thinking through group evaluation and discussion.

235 Survey of Literature I (3).

A survey course for adult students designed to cover selected readings in translation of major continental authors within the varied historical, linguistic cultures in which they wrote. Beginning with the Hebrew and Greek periods, ENG 235 proceeds through the modern and postmodern eras. Lecture, discussion, group projects, and analytical writing - on tests and papers - are utilized.

240 Survey of Literature II (3).

A survey course for adult students designed to cover selected readings of major British and American authors. Emphasis is on the sequence of historical literary periods (Anglo-Saxon to modern British and American) that serve as interpretive backgrounds for these writers. Lecture, discussion, group projects, and analytical writing - on tests and papers - are utilized.

History (HIS)

125 World Civilizations (3).

A survey of significant developments in the world's major societies including the Oriental, African, and Western civilizations. The course summarizes important political and cultural events from ancient times to the early 20th century.

130 World History for Today (3).

A study of international affairs since World War I, emphasizing recent and current trends. This course surveys significant 20th century political and cultural occurrences and provides perspective for modern times.

Humanities (HUM)

250 European Culture (3).

Designed to introduce the student to major cultural expressions in the European community and assist in developing a degree of cultural awareness through an examination of its language and its social, political, economic, artistic, and intellectual values.

Mathematics (MAT)

133 Mathematical Concepts for Business Applications with Lab (4).

The study of basic quantitative techniques that assist in business decision-making. Among topics covered are the uses of numbers, decimals, sets, and various problem-solving techniques and their applications to contemporary business problems.

202 Quantitative Reasoning (3).

Quantitative Reasoning is a survey of practical and quantitative topics in mathematics with an emphasis on problem-solving, critical thinking, logical reasoning, and applications. Topics include statistical reasoning, elementary probability, logic, number systems, problem-solving techniques, estimation, mathematical models, functions, and other analytical skills useful in real world situations. Throughout the course, an emphasis will be placed on mathematical applications in business and economics, as well as on gaining competent literacy on quantitative information.

Psychology (PSY)

202 General Psychology: Applied Psychologies (3).

An introduction and overview of the foundations, concepts, principles and applications of psychology. Topics include learning, behavior, emotion, cognition, personality theories, psychological disorders,

psychological treatments and health psychology.

- 221 Child Psychology (3).**
Study of the growth and development of the individual from conception through early adolescence, with emphasis on physical, perceptual, motor, cognitive, language, personality, and social development. Includes studies of major developmental theories and concepts that are applied to childhood as well as research methods used in the study of children.
- 242 Effective Parenting (3).**
Effective Parenting translates theory and biblical principles into specific strategies that parents and leaders can use to motivate, encourage, facilitate, teach, and discipline children and adolescents. It is a practical course dealing with the most common and important issues parents face during the different stages of family life.
- 251 Healthy Families (3).**
Healthy Families introduces major family systems theory and treatment methods, with emphasis on the structural approach. It does not equip students as family counselors, but students will assess systems within their family of origin and may find ways to facilitate positive change within their families. There will be an emphasis on preventive mental health through educational family services.
- 261 Psychology of Aging (3).**
A study of the theoretical and research knowledge about physical, intellectual, social, and personality development that takes place from adulthood until death. Several specific issues of older adulthood and aging, such as marriage, parenthood, grandparenthood, family, vocations, retirement, disabilities, and death are discussed.
- 312 Abnormal Psychology (3).** Prereq.: PSY 202.
A study of the conceptions and classifications of the major personality disorders resulting from both physical and psychological causes. Consideration is given to the causes, symptoms, therapy, and prognosis of these disorders.
- 340 Introduction to Counseling Theory and Techniques (3).**
Exploration and examination of the leading theories in psychotherapy and counseling. The philosophical assumptions and implications of each theory and technique are examined and critiqued from rational, empirical, and Christian perspectives. Students are trained in basic people helping skills such as listening skills, communication skills, crisis intervention, and problem-solving skills. The course is designed to prepare students to meet a basic competency level in these skills that are useful in a variety of career and personal settings.
- 342 Psychology of the Exceptional Child (3).**
A study of the child whose development follows atypical patterns. This would include all children eligible for special education placement: the mentally retarded, the gifted, the physically and behaviorally handicapped, the visually and hearing impaired, the learning disabled, the speech and language impaired, and autistic children. Students visit several local agencies in order to become more familiar with exceptional children and services available for these children.
- 352 Social Psychology (3).** Prereq.: PSY 202.
The analysis of human behavior, thought, and interactions of individuals, the function of the presence of others. Course topics include: social influence, interpersonal interaction, interpersonal attraction, theories of social behavior, moral behavior, attitudes, prejudice, and aggression.

Sociology (SOC)

101 Introduction to Sociology (3).

A survey course designed to introduce the science of human society. Primary emphasis is on basic concepts and the development of a sociological perspective. Major figures in the history of social science and the analysis of culture, socialization, social institutions, and social change are emphasized.

201 Social Problems (3).

A study of theoretical approaches to social problems with special emphasis and research in such specific problems as medical care, poverty and dependency, crime, alcoholism, sexual deviancy, prejudice, discrimination and race relations, delinquency, environmental concerns, and mental illnesses. Social problems are examined and discussed, analyzing efforts of resolution from a Christian perspective.

202 The Family (3).

A study of the traditional and contemporary American family and its implication for Christian lifestyles. Issues to be studied include dating, courtship, choosing a mate, marriage, contraception, family planning, pregnancy, child abuse, economics of family life, communication and conflict management, media, divorce, and substance abuse.

370 Social Services Field Experience (3-6). Prereq.: PSY 340 and Junior or Senior standing.

This course involves gaining field experience in a social service agency which matches the student's future career goals. Students will gain supervised experience in providing social services to clients.

420 Sociology of Urban Life (3).

A descriptive and theoretical study of urban society and urban subcommunities. The emphasis is on historical development, current processes and problems, and subcultures within the city. Attention will be given to contemporary issues such as community development and planning.

Speech (SPE)

104 Business Presentations (3).

A general overview of how to make formal and informal business presentations including basic instruction in public speaking, the types of presentations, and the use of visual aids.

Worldview Curriculum (WVC)

401 Kingdom Life: Family and Workplace (3).

A practical application of the biblical vision of the Kingdom of God, especially as related to family and workplace. Enrollment in the course is limited to students with senior standing or junior standing with a minimum of 80 earned hours.

Master of Business Administration in Leadership

The M.B.A. program is truly a blend of the sophisticated academic world, the practical and technologically dependent career world, and the eternal world of Christian faith. Its enabling thrust is to develop in its students that rare level of discernment that is so much in demand, both globally and locally, and to give leadership and direction to many in the secular world who lack an ethical foundation from which to operate.

The above qualities can best be developed in the M.B.A. students through an intense program of both the appropriate academics advocated and the verity of validating values to which the College, the division of business administration, and each faculty member are totally committed.

Classes are offered one night per week for approximately 24 months. The format is a concentrated continuous approach in which an entering class remains together throughout the program. Students are required to participate in weekly project team activities which are designed to enhance the learning process and the development of problem-solving skills. Project teams must meet a minimum of four hours per week, and their activities are monitored by their professors.

Objectives of the Master of Business Administration in Leadership Program

The master of business administration program seeks to develop persons who can function successfully in upper middle management and top management positions. The emphasis is on strategic management concepts and principles. The M.B.A. program makes use of recent research findings, uses complex computer modes, stresses the importance of human relations skills, and integrates strategic management processes through a Christian worldview.

The following educational objectives are those of the M.B.A. program:

- < To provide a program which equips graduates with the skills and knowledge necessary for obtaining employment in managerial positions and for advancing their careers.
- < To serve the business community by offering evening classes for executives who wish to enhance their management skills.
- < To provide a graduate education program which emphasizes a strong foundation in Christian ethics and worldview.
- < To assist managers and future managers in improving speaking, negotiating, and human relations skills.
- < To emphasize the use of technology in management by providing a computer-enhanced program.
- < To prepare students at the graduate level for integrating the major functional areas of business into the making of business policy.
- < To provide an opportunity for executives and future executives to apply theory to real-life business and industry situations.
- < To help managers develop a global perspective by providing a study of foreign political, technical, and economic structures in relation to business practices.

Master of Business Administration in Leadership Admission Requirements

Regular Admission

- < Must have a bachelor's degree from a regionally accredited four-year college or university.
- < Must have two years of fulltime work experience.
- < Must submit a completed application and the application fee to the admissions office.
- < Submit official college/university transcripts from all previously attended institutions.
- < Two letters of recommendation with at least one from a current or former supervisor.
- < Entrance essay.
- < Current resume/vita.
- < Submission of GMAT entrance exam scores (if undergraduate GPA is less than 2.8).

Conditional Admission

Applicants who do not meet the regular admission requirements, but show the potential for success in the M.B.A. program, may be admitted on a conditional basis using the following criteria:

- < All admissions criteria for regular admission, with the exception of having less than 1200 points on the combined credentials measure, are met. Probationary admission will be granted to those students whose combined credentials (undergraduate grade point average [UGPA] and GMAT score) fall in the range of 1000-1199 using the following formula: $(300 \times \text{UGPA}) + \text{GMAT score}$
- < Students whose combined credentials (undergraduate grade point average and GMAT score) fall within the 1000-1199 range who have scored *under* the minimum 350 GMAT score must appeal to the Graduate Council in order to be considered for probationary admission to the M.B.A. program.

Students admitted on a conditional basis to the M.B.A. program must earn a 3.00 grade point average on the first ten semester hours of graduate work in order to continue in the program.

Provisional Admission

Students who provide unofficial documentation (such as transcripts) but are missing official documentation may be admitted provisionally. These students will be given thirty days from the beginning date of the first course to provide official documentation or risk being removed from class. A student cannot be certified for financial aid until he/she is officially admitted to the College.

M.B.A. in Leadership Degree Requirements

- < Successful completion of the M.B.A. core curriculum with a minimum cumulative GPA of 3.00. A student must repeat any course in which he/she earned a grade lower than a C-.
- < Student will be required to pass successfully a comprehensive exam.
- < All credit applied toward the M.B.A. degree must have been completed within six years of matriculation at Belhaven. (No more than six semester hours of transfer graduate course work will be accepted. Transfer work must be from a regionally-accredited college or university and must have been completed within six years of matriculation in Belhaven's M.B.A. program.)
- < Payment of all tuition and fees.

M.B.A. Course Sequence

Course #	Title	Credit	# Weeks
MBA 608	Business Communications	3	6
MBA 612	Business Principles I	3	7
MSM 660	Current Issues in Human Resources	3	6
MSM 640	Organizational Leadership	3	6
MBA 682	Principles of Executive Leadership	3	6
MSM 668	Leadership and Organizational Change	3	6
MBA 688	Business in a Global Environment	3	6
MSM 643	Financing and Accounting for Leaders	3	7
MBA 658	Managerial Economics	3	8
MBA 624	Ethical Problems in Business	3	6
MBA 664	Marketing Management	3	6
MBA 646	The Legal Environment of Business	3	6
MBA 696	Business Policy and Strategy	3	8
	TOTAL	39	84

Business Administration (MBA)

608 Effective Professional Communication (3).

A study of effective presentation skills necessary for successful business communication. The course will include the development of both writing and speaking skills.

612 Foundations of Business Studies I (3).

An introduction to leadership principles and fundamental accounting principles essential to managerial decision-making. Topics include current practice and procedures in accounting within the context of a Christian worldview. Emphasis also is placed on team building and the value of teamwork within modern business organizations.

624 Ethical Problems in Business (3).

A study of the basic ethical principles as applied to the major problem areas facing economic systems and to decision-making in the corporation and in the household. The basic ethical principles and the

accompanying value system used are biblically-based.

- 646 The Legal Environment of Business (3).**
A study of the legal environment within which business firms must operate and how it affects the decision-making process.
- 658 Managerial Economics (3).**
The application of methods of economic analysis to the decision-making process of business firms and other organizations.
- 664 Marketing Management (3).**
An analytical approach to the marketing functions of business firms. The course includes the study of topics such as the design of marketing strategies, choices of channels of distribution, and competitive practices.
- 682 Principles of Executive Leadership (3).** (Formerly Principles of Executive Management).
A study of the behavioral sciences as they apply to management. The course includes such topics as leadership, participative management, group dynamics, and motivation.
- 688 Business in a Global Environment (3).**
A study of the institutions and operations of international businesses. Emphasis will be on managerial policies and practices of firms operating in the global environment.
- 696 Business Policy and Strategy (3).**
A capstone course which integrates all of the functional areas of business into the decision-making process. Emphasis will be placed on the setting of goals and the formulation and implementation of strategies to successfully manage a firm. Case studies and computer simulations will be required.

Business Management (MSM)

- 640 Advanced Organizational Behavior (3).**
An advanced study of the interplay among individuals, groups, and organizations as they interact to meet organizational goals and expectations. Factors and forces related to individuals, groups, and the organization are reviewed. Among the topics covered are political behavior, conflict and stress, and organizational culture.
- 643 Finance and Accounting for Managers (3).**
This course centers upon executive level managers and how they make use of finance and accounting methods in designing strategy and making decisions. Major finance and accounting tools are reviewed as well as the acquisition and allocation of financial resources and accounting systems.
- 660 Current Issues in Human Resources (3).**
An advanced study of the utilization and challenges of human resources in contemporary organizations. The emphasis is upon external trends in law, society, and competitors. In addition, issues related to today's workforce are discussed and include topics such as diversity, values, recruiting and developing today's employee.
- 668 Organizational Change and Development (3).**
This course assists the executive-level manager in designing learning organizations capable of rapid changes in structure, strategy, and policy. Some key topics include monitoring forces of change, planning appropriate responses, developing needed personnel skills and other resources, communicating and shepherding change, and the tools managers may use to monitor organizational performance and capabilities.

Graduate Teacher Education

Graduate Teacher Education Mission Statement

Calls for reform in the American educational system ring out almost daily. Parents, teachers, policy-makers and communities recognize the critical need for renewal in our schools. All agree that our communities need professionals committed to transforming teaching and learning – professionals dedicated to creating positive learning environments wherein students learn the virtues and skills necessary to become responsible citizens.

Belhaven College embraces this vision. We believe that well-prepared teachers and adults newly committed to the teaching profession can help improve our schools. At Belhaven, we equip teachers to lead and to serve in the learning community.

Belhaven College has a long tradition of academic excellence in preparing teachers. Originally founded as a women's college, Belhaven's first "professional degree" was in teacher education. Since that time, the College has produced thousands of teachers who have filled classrooms in Mississippi and many other states. Building on this tradition, Belhaven offers two non-traditional teacher graduate programs: the master of education and the master of arts in teaching. Each degree is designed for a different student and meets a different need. The master of education meets the needs of professional teachers who already are certified and desire a graduate specialty in elementary or secondary education. The master of arts in teaching is designed exclusively for students who hold the bachelor's degree and wish to teach at either the elementary or secondary level but have not completed an undergraduate teacher education program.

While serving different audiences, all degree programs acknowledge the expertise, experience, and needs of adult learners. Both programs also foster inquiry into the nature of learning and the effects of teaching, transfer of theory to practice, self-directed learning and reflection, collegial interaction with peers, commitment to innovation and change, and the development of leadership skills and professional efficacy.

Belhaven offers a challenging educational experience for practicing and aspiring teachers who desire to enhance their knowledge and skills. Our faculty and staff are committed to preparing professional educators who can provide distinctive Christian leadership and service in the classroom, the school, and the community.

Degree-seeking Application Process

Master of Arts in Teaching

- Submit completed application of admission with fee of \$25.
- Submit official transcripts from each college or university attended. (Baccalaureate degree from regionally accredited institution of higher learning required.)
- Submit Praxis I Pre-Professional Skills Test (PPST) scores (scores on all subtests must meet Mississippi licensure requirements).
- Submit Praxis II Speciality Area Test score (score in content area must meet Mississippi licensure requirements).
- Submit two recommendation forms (one should be completed by current/former employer).

Master of Education

- Submit completed application of admission with fee of \$25.
- Submit official transcripts from each college or university attended. (Baccalaureate degree from regionally-accredited institution of higher learning required.)
- Provide evidence of holding or being eligible to hold a class A license.
- Submit two recommendation forms. (One must be completed by current/former employer.)

Nondegree-seeking, Special Student Application Process

- Submit a completed application for admission with fee of \$25.

- Nondegree-seeking students, after attempting six semester hours, must either apply for admission as a degree-seeking student or make a request to be continued as a non-degree seeking student (maximum of 12 hours).
- Nondegree-seeking students must submit an official transcript from their undergraduate/graduate degree-granting colleges/universities.

NOTE: Only 12 hours taken as a nondegree student may be applied toward a degree.

Residence Requirement

Belhaven College requires of all candidates for a graduate degree a minimum residence of one year. The last 12 semester hours of work must be earned in residence.

Progress Toward Degree

A student who has not completed a degree within seven years of attendance at Belhaven College will continue his eighth year of study under a new catalogue.

A student whose study at Belhaven College has been interrupted for three or more consecutive semesters must apply for readmission. The requirements for degrees in effect at the time of readmission must be completed. Any student dismissed or suspended for academic reasons may be readmitted only upon the recommendation of the graduate teacher education council.

Requirements for MAT/MEd Degree

- < Successful completion of the degree curriculum (33 hours) with a minimum cumulative GPA of 3.00.
- < No more than two C grades are permitted in the course of the program.
- < Once two C's are earned, a student must repeat any subsequent course in which he/she earns a grade of C or below.
- < Students are required to complete successfully the comprehensive exam process.
- < All credit applied toward the degree must have been completed within seven years of matriculation at Belhaven. (No more than six semester hours of transfer graduate course work will be accepted. Transfer work must be from a regionally-accredited college or university and must have been completed within six years of matriculation in Belhaven's program.)
- < Payment of all tuition and fees.
- < Applications for degrees must be made in the Office of the Registrar by the deadlines listed in the calendars. Failure to do so on schedule will result in a late fee as listed in the Special Fee section.

Master of Arts in Teaching

Objectives for the Master of Arts in Teaching Program

The goal of graduate teacher education is to prepare competent teachers who demonstrate both academic excellence and professional knowledge while providing distinctive Christian leadership and service to students, parents, and communities. The conceptual framework of the department reflects and supports the following objectives:

- < **ACADEMIC EXCELLENCE:** The Master of Arts in Teaching program seeks to provide experiences that will enable the teacher candidates to:
 - a. Develop an enhanced knowledge base of educational strategies, curriculum development, and instructional management skills needed in the elementary and secondary schools.
 - b. Acquire further knowledge about the growth and development of children and adolescent youth and how they learn.
 - c. Acquire additional skills and knowledge of educational technology and its uses in the classroom.
 - d. Evaluate subject matter content knowledge and develop greater critical thinking skills and creative inquiry processes.

- e. Acquire knowledge about philosophical and psychological principles of education.
- < PROFESSIONAL KNOWLEDGE: The Master of Arts in Teaching program seeks to provide experiences that will enable the teacher candidates to:
 - a. Synthesize best teaching and curriculum practices through collaborative problem solving.
 - b. Evaluate instructional strategies and build a variety of teaching modules that will improve learning within the classroom and school.
 - c. Use professional materials, organizations, and current research to expand their knowledge about innovations and trends in education to improve instruction in the school.
 - d. Design and implement research studies that observe, record, and evaluate students' behavior in order to plan appropriate instructional programs and improve learning environments.
 - e. Acquire greater knowledge as to appropriate research methodology and analysis of current trends in education and the implication for today's schools.
 - f. Demonstrate an understanding and use of a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.
 - g. Develop the ability to evaluate instructional management plans in terms of effectiveness in meeting a school's goals and objectives.
- < LEADERSHIP OPPORTUNITIES: The Master of Arts in Teaching program seeks to provide experiences that will enable the teacher candidates to:
 - a. Develop leadership skills to enhance instruction in the classroom and to communicate with parents, administrators, and the school community.
 - b. Use and conduct research to improve instruction and assessment.
 - c. Promote cooperative exchanges within the classroom, among faculty, and with parents to provide greater opportunities in the curriculum and instruction in the school.
- < CHARACTER DEVELOPMENT: The Master of Arts in Teaching program seeks to provide experiences that will enable the teacher candidates to:
 - a. Integrate the Christian worldview in involvement with students, parents, coworkers, and the community.
 - b. Demonstrate integrity in research and implementation of programs to improve instruction.
 - c. Analyze and develop models of service to schools and communities.

Master of Arts in Teaching - Elementary Concentration (Grades 4 - 8)

Required Core:

Courses	Course Title	Credit
EDU 501	Measurement and Evaluation Strategies	3
EDU 502	Dimensions of Learning I	3
EDU 503	Dimensions of Learning II	3
EDU 506	Classroom Management and Organization	3

Required Courses:

Courses	Course Title	Credit
EDU 602	Psychology of the Exceptional Child	3
EDU 610	Research Methods and Procedures	3
EDU 620	Reading and Writing Across the Curriculum	3
EDU 623	Technology in Education	3

Required Courses for Elementary Concentration:

Courses	Course Title	Credit
EDU 611	Children's Literature in Elementary Reading	3
EDU 614	Effective Teaching Strategies in Elementary school	3
EDU 622	Teaching Reading Skills and Comprehension	3

- Completion of the Master of Arts in Teaching program does not lead to licensure in the states of Florida or Mississippi.

Master of Education

Objectives of the Master of Education Program

The goal of graduate teacher education is to prepare competent teachers who demonstrate both academic excellence and professional knowledge while providing distinctive Christian leadership and service to students, parents, and communities. The conceptual framework of the department reflects these goals and supports the following objectives:

- < **ACADEMIC EXCELLENCE:** The Master of Education program seeks to provide experiences that will enable the teacher candidates to:
 - a. Synthesize best instructional and curriculum practices through collaborative problem-solving.
 - b. Increase knowledge of subject matter content and critical thinking skills and apply this knowledge in the field.
 - c. Evaluate a school's curriculum, goals, and instruction and use current research and innovations to solve site-based problems.
 - d. Acquire and use current research about how children learn and develop to improve instruction from infancy through adolescence.
 - e. Acquire skills and knowledge of educational technology and its uses in the classroom.
- < **PROFESSIONAL KNOWLEDGE:** The Master of Education program seeks to provide opportunities for the teacher candidates to acquire skills to:
 - a. Evaluate instructional strategies and build a variety of teaching modules that will improve learning within the classroom and school.
 - b. Use professional materials, organizations, and current research to expand knowledge about innovations and trends in education to improve instruction in the elementary and secondary school.
 - c. Design and implement research studies that observe, record, and evaluate children's behavior in order to plan appropriate instructional programs and improve learning environments.
 - d. Acquire greater knowledge as to appropriate research methodology and analysis of current trends in education and the implication for today's schools.
- < **LEADERSHIP OPPORTUNITIES:** The Master of Education program seeks to provide opportunities for the teacher candidates with experiences for the development of skills to:
 - a. Evaluate curriculum, resources, and opportunities within the community to enhance instruction and improve relationships with parents and the school community.
 - b. Promote cooperative exchanges within the classroom, among faculty, and with parents to provide greater opportunities for improvement in the curriculum and instruction in the school.
- < **CHARACTER DEVELOPMENT:** The Master of Education program seeks to promote the personal and spiritual development of the teacher candidates to:
 - a. Integrate the Christian worldview in involvement with students, parents, coworkers, and the community.
 - b. Demonstrate integrity in research and implementation of programs to improve instruction.
 - c. Analyze and develop models of service to schools and communities.

Master of Education - Elementary Emphasis - (Grades K - 8)

Required Core (9 credit hours):

Courses	<u>Course Title</u>	<u>Credit</u>
EDU 610	Research Methods and Procedures	3
EDU 612	Curriculum Planning and Organization	3
EDU 614	Effective Teaching Strategies in Elementary School	3

Required Elementary Education Courses (15 credit hours selected from the following):

Courses	Course Title	Credit
EDU 620	Reading and Writing Across the Curriculum	3
EDU 621	Assessing Student Learning	3
EDU 622	Teaching Reading Skills and Comprehension	3
EDU 623	Technology in Education	3
EDU 624	Issues and Innovations in Elementary Schools	3
EDU 625	Instructional Leadership Skills in the Classroom	3
EDU 626	Seminar in Child Development	3

Elective Elementary Education Courses (9 credit hours selected from the following):

Courses	Course Title	Credit
EDU 630	Diagnostic and Remedial Strategies in the Content Areas	3
EDU 631	Individual Instruction for Children with Learning Problems	3
EDU 633	Special Problems in Education	3
EDU 634	Designing Instruction	3
EDU 636	Supervision of Instruction: Collaborating for Accountability	3

M.A.T. & M.Ed. Course Descriptions

EDUCATION (EDU)

501 Measurement and Evaluation Strategies (3).

A study of assessment and evaluation theory based on developmental criteria from cognitive, social, language, motor, and affective domains. Students use strategies for analyzing both group performance and individual needs using authentic and ecological measures. Theoretical foundations for evaluation are applied to a practicum experience at one of four levels of licensure: primary, elementary, middle, and secondary.

502 Dimensions of Learning I (3).

Supervised internship, which provides an emphasis on the application of principles and theories of education using field-based experiences.

503 Dimensions of Learning II (3).

A study of the foundations of school law, social and cultural aspects of the school setting. Includes applications in the field.

506 Classroom Management and Organization (3).

Emphasis on the development of strategies for establishing effective classroom organization and for managing and monitoring student behavior. Strategies encourage the intellectual, personal, and moral development of students.

602 Psychology of the Exceptional Child (3).

A study of the child who follows atypical patterns. Includes assessment practices and teaching techniques applicable to students with various disabilities.

610 Research Methods and Procedures (3).

An introduction to educational research methodologies that are used to improve instructional decision-making. Research techniques are applied to classroom situations with an introduction to descriptive and inferential statistics.

611 Children's Literature in the Elementary School (3).

A study of literary materials and resources that are appropriate for elementary instruction.

- 612 Curriculum Planning and Organization (3).**
The development, analysis, and evaluation of the school curriculum with emphasis upon input from the school and community and current research.
- 614 Effective Teaching Strategies in the Elementary School (3).**
A study of the characteristics of effective teaching in the elementary school with emphasis on research methodology. Emphasis is placed on inquiry and problem-solving strategies and cooperative learning.
- 615 Effective Teaching Strategies in the Secondary School (3).**
A study of the characteristics of effective teaching in the secondary school.
- 617 Teaching Reading in the Secondary School (3).**
The methods and materials for teaching reading through the content areas in secondary schools; attention to techniques for teaching reading, assessment, and individualization.
- 620 Reading and Writing Across the Curriculum (3).**
A study of theories, strategies, and current literature about reading and written communications throughout the content areas.
- 621 Assessing Student Learning (3).**
An exploration of instructional assessment measures: traditional assessment, norm/criterion-referenced testing, and alternative assessment (performance, portfolio, and product).
- 622 Teaching Reading Skills and Comprehension (3).**
A study in the selection and use of materials and methods of teaching reading in the elementary schools with emphasis upon current research.
- 623 Technology in Education (3).**
Utilization of the computer and other technology to enhance practical applications that support classroom instruction.
- 624 Issues and Innovations in Education (3).**
A study of current research into critical issues in the elementary school curriculum, organization, and innovations that affect achievement potential.
- 625 Instructional Leadership Skills in the Classroom (3).**
The development of skills and attributes necessary to establish and maintain a positive learning environment that maximizes student achievement. Teaching strategies and models of behavioral management and instruction are emphasized.
- 626 Seminar in Child Development (3).**
An in-depth study of the development of the child with emphasis upon current research in the field. Study includes examination of the theories of development and learning of the elementary child.
- 630 Diagnostic and Remedial Strategies Across the Content Areas (3).**
A study of diagnostic instruments and procedures for identifying learning problems and planning remedial instruction appropriate for students in all subject areas.
- 631 Individual Instruction for Children with Learning Problems (3).**
A study of strategies for providing appropriate educational services for children with mild to moderate learning problems by the use of intervention techniques.
- 633 Special Problems in Education (3).** Prereq.: EDU 610
Study of selected topics related to elementary education with emphasis upon current issues and trends or content specific emphasis.

- 634 Designing Instruction (3).**
The study and development of multidisciplinary approaches to instruction including the integration of content areas, the use of appropriate technologies as tools for teaching and learning, and the application of new teaching strategies and resources.
- 636 Supervision of Instruction: Collaborating for Accountability (3).** (formerly EDU 632 - Supervision of Instruction).
Emphasis is on developing leadership skills in the classroom and with peer teachers, teaching assistants, and other community and school personnel.

HONORS AND AWARDS

HONORS AND AWARDS

Richard LeTourneau Award

The Division of Business Administration presents this award to an M.B.A. graduate in each cohort who has an outstanding academic record and who has demonstrated exceptional leadership and moral integrity.

James W. Park Academic Achievement Award

The Division of Business Administration presents this award to each graduate who has achieved a quality point index of at least 3.75 at Belhaven College while completing his/her baccalaureate degree in business. To qualify, a student must complete at least 50 semester hours at Belhaven College and must demonstrate exceptional leadership and moral integrity.

Who's Who In American Colleges Award

This award is presented annually to students who have distinguished themselves in leadership, academic excellence, and participation in campus activities.

REGISTER

ADMINISTRATIVE OFFICES

PRESIDENT

Roger Parrott (1996), President
B.A., Eastern Nazarene College; M.Ed., The University of Maryland; Ph.D., The University of Maryland

Marcia Carroll (1993), Executive Assistant to the President
A.A.S., Phillips Junior College

EXECUTIVE VICE PRESIDENT AND PROVOST

Daniel Carl Fredericks (1983), Executive Vice President and Provost
B.A., The University of Minnesota; M.Div., Covenant Theological Seminary; Ph.D., The University of Liverpool, England

Joseph G. Cole (1997), Dean and Associate Professor of Athletic Studies and Ministries
B.S., Missouri Southern State College; M.Ed., Wichita State University; Ph.D., Florida State University

Colin Harbinson (2000), Dean of the Arts
B.Ed., The University of Sussex, England; A.D.B.Ed., Drama Board of Great Britain; D.D., Canada Christian College

Bryanne H. Jones (2001), Administrative Assistant to the Provost
B.A., Belhaven College

Lauren B. Morris (2003), Administrative Assistant for the Arts
B.F.A., Belhaven College

David A. Potvin (2001), Administrative Assistant to the Dean of the Arts; Missions Director for the Arts
C.N.A., Fanshawe College, London, Ontario Canada

Sandra L. Rasberry (1988), Dean of Education and Professor of Education
B.S., West Georgia College; M.A., The University of South Alabama; Ed.D., Mississippi State University

Ann Sheppard (1997), Director of Institutional Improvement
B.S., M.Ed., Mississippi College

Judy Swilley (2002), Administrative Assistant to the Dean of Education
B. S., Belhaven College

Adult Studies

Ralph A. Mason, III (1995), Dean of Adult Studies
B.A., Duke University; M.Ed., Ph.D., The University of North Carolina

Erica Allen (2001), Director of Admissions (Orlando)
B.A., Tennessee State University

Alexa Behmer (2002), Director of Student Services
B.A., St. John's College; M.A., Columbia University

Renee Columbus (2003), Director of Student Services (Memphis)
B.S., M.B.A., Delta State University

Richard Holt (2001), Program Director (Memphis)
B.A., M.A., The University of Arkansas; M.Div., Harding University

Kate Howard (2002), Coordinator of Academic Services (Memphis)
B.S.Ed., The University of Memphis

Tracey A. Padilla (2000), Admissions Assistant (Orlando)
B.A., The University of Florida

Colleen Ramos (1999), Assistant Dean (Orlando)
B.A., The State University of New York at Albany; M.Ed., The College of Saint Rose

Amanda Roden (2003), Coordinator of Student Services (Orlando)
B.S., Florida State University

Cynthia Shelton (2003), Administrative Assistant to the Assistant Dean (Orlando)

Library

Gretchen W. Cook (1990), Associate Librarian and Director of Libraries
B.S., M.L.S., Florida State University

Chris W. Cullnane, II (1997), Evening Librarian
B.A., Indiana University; M.Div., Grace Theological Seminary; M.L.S., Indiana University

Melissa Dennis (2003), Day Circulation Manager
B.A., The University of Mississippi

Brinda Stocker (2003), Automation Cataloguer

Margaret B. Root (1991), Reference/Periodicals Librarian
B.A., Belhaven College

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B.A., Belhaven College; M.L.I.S., The University of Alabama

Registrar

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B.S., Belhaven College

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B.A., Harding University

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B.A., Belhaven College

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Belhaven College

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B.S., Belhaven College

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STUDENT LEARNING

Pamela K. Jones (1982, 1996), Vice President for Student Learning
B.S., Mississippi University for Women; M.S., Florida State University; Ph.D., The University of Mississippi

Tiffany Belcher (2003), Resident Director of Caldwell Hall
B.A., Southern Wesleyan University

Ginny W. Hellrung (2001), Resident Director of Helen White Hall
B.A., College of Charleston; M.A., Reformed Theological Seminary

Brent Kooi (2000), Resident Director of Robertson Hall and Residence Life Coordinator
B.A., Dordt College; M.Ed., Azusa Pacific University

Scott Little (2001), Director of Student Leadership
B.A., The University of Mobile; M.Div., Southwestern Baptist Theological Seminary

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Helen S. Martin (1989), Campus Student Advisor
B.A., Belhaven College; M.A., Columbia Theological Seminary

Melodie M. Olps (2000), Resident Director of Gillespie Hall
B.A., Mercer University; M.A., Reformed Theological Seminary

Tiffany Parrott (2003), Resident Director of Caldwell Hall
B.S., Southern Wesleyan University

Jo Beth Petty (2003), Coordinator of Student Activities
B.S. in Education, The University of Tennessee at Martin

Erin Price (2001), Director of Career and Academic Development
B.A., M.C.P., Mississippi College

Pam Savell (2003), Administrative Assistant to the Dean of Student Life and Director of Student Leadership

James Trone (2003), Resident Director of Wells Hall
B.A., The University of Arkansas

Brad Voyles (1997), Dean of Student Life
B.A., DePauw University; M.S., Southern Illinois University; M.Div., Reformed Theological Seminary

Melanie Wood (2003), Campus Counselor
B.A., The University of Mississippi; M.A., Reformed Theological Seminary

CAMPUS OPERATIONS

W. Thomas Phillips (1995), Vice President for Campus Operations
B.S.B.A., M.C.C., Mississippi College

Carol Reeves (2002), Director of Conference Services
B.A., Mississippi College

Robin T. Savoy (1999), Executive Assistant to the Vice President for Campus Operations
B.A., Jackson College of Ministries

Maintenance

Bert Bogan (2001), Environmental Services

Wade Bullie (1999), Maintenance

Tonya Butler (2002), Environmental Services

Eloise Fields (2000), Environmental Services

Faye Hamilton (1996), Environmental Services

Billy Kozielski (2003), Environmental Services Supervisor

Jeff McCormack (2002), Maintenance

Anthony Parker (2001), Maintenance Technician

Rick Reid (1998), Maintenance Supervisor

Dale Robinson (2001), Maintenance

Lenard Schaffer, Jr. (1996), Environmental Services

Rob Strickland (2002), Maintenance Technician

Earl Thomas (2003), Environmental Services

Maxine Thomas (2001), Environmental Services

Fleecie Wilson (1996), Environmental Services

Security

Clara Brown (1998), Security Officer

Steve Felts (2002), Security Officer

Jim Glenn, (2001) Director of Security
Mississippi Law Enforcement Academy

Leon Grays (2002), Security Officer, Part-time

Maurice Greer (1995), Security Officer, Part-time
B.S., Jackson State University

Fredrick Harkless (2002), Security Officer, Part-time

Greg Hill (2002), Security Office, Part-time

Charles T. Matthews (2002), Security Officer

Ronald Middleton (2001), Security Officer, Part-time

Delmond Outland (1996), Security Officer, Part-time
Mississippi Law Enforcement Academy, University of Alabama Law Enforcement Academy

John Robinson (2003), Security Officer, Part-time

Steve Thompson (2002), Security Officer

Chris White (2003), Security Office, Part-time

Robert Whittington (1993), Security Officer, Part-time

FINANCE

Jean Bush (2000), Vice President for Finance
B.S., Mississippi State University; M.B.A., Mississippi College

Angela Crabtree (2000), Payroll Administrator
B.S.B.A., Mississippi College

Deloris Driver (1999), Student Accounts Representative
Mississippi Delta Community College

Jennie Griffith (2001), Accounts Payable
Hinds Community College

Virginia Henderson (1997), Controller
Hinds Community College, Belhaven College

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Hinds Community College

Shekaria Summers (2002), Student Accounts Manager (Orlando)
B.S., Belhaven College

Cassie B. Swofford (2001), Student Accounts Representative
Hinds Community College

INSTITUTIONAL ADVANCEMENT

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B.S., Mississippi College

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B.B.A., Belhaven College

Steven Scott (1995), Admissions Counselor
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Athletics

Jennifer Ainsworth (2003), Administrative Assistant for the Athletic Department
Hinds Community College

Christie Barber (2000), Head Cross Country Coach
B.S., Belhaven College

Joshua Brooks (2002), Assistant Men's Basketball Coach
B.S., Mississippi College

Ray L. Caldwell (2003), Football Offensive Coordinator
B.A., Olivet Nazarene University; M.Ed., Southwest Baptist University

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B.S., The University of Southern Mississippi; M.S. in Education, Mississippi College; Ed.S., Jackson State University

Billy D. Evans (2001), Head Women's Basketball Coach
B.A., Northeast Louisiana University

Robert Ford, Sr. (1999), Head Golf Coach
Jackson State University

Dale Hatcher (2001), Director of Athletics and Head Men's Basketball Coach
B.A., John Brown University; M.Ed., Lynchburg College

Scott C. Highsmith (2001), Head Football Coach
B.S., Howard Payne University; M.S., East Texas State University

Lisa Hubbard (1999), Cheerleading Coach
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Julie Langford (2001), Head Volleyball Coach
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Don Lee (2002), Assistant Football Coach
B.S., Olivet Nazarene University

Philip Moyer (2002), Head Men's Soccer Coach
B.S., Belhaven College

Andrea Roberts (2002), Head Softball Coach
B.A., Belhaven College

Corey M. Rose (2003), Head Women's Soccer Coach
B.A., Grace College; M.A., Midwestern State University

Clayton Smith (2002), Assistant Baseball Coach
B.S., M.S., The University of Southern Mississippi

Danny White (2003), Assistant Football Coach
B.S., M.Ed., Southwest Baptist University

Donald A. Williams (2001), Assistant Football Coach
B.S., Missouri Western State College; M.Ed., Utah State University

Financial Aid

Linda Phillips (1992), Director of Financial Aid
B.S., M.B.A., Mississippi College

Anna Blaylock (2002), Financial Aid Counselor/Aspire Program
B.A., Louisiana State University

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B.A., Belhaven College

Anna Karina Leite (2003), Financial Aid Accountant
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Jamie Meilstrup (2003), Financial Aid Counselor/Records
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Elizabeth Sugg (1998), Financial Aid Counselor/Awards
B.A., Belhaven College

Institutional Technology

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A.A., A.A., Phillips Junior College

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A.S., East Central Community College; B.S., Belhaven College

DEVELOPMENT

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Christine Haynes (2001), Administrative Assistant to the Vice President of Development

Robert Johnston (2003), Director of Development for the Arts
B.F.A., Stephens College

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B.A., Belhaven College; M.Div., Reformed Episcopal Seminary

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FACULTY

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B.S., Mississippi College; M.S., Ph.D., Mississippi State University

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B.A., Harding University; M.A., Memphis State University; Ed.D., The University of New Mexico

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Department and Division of Humanities
B.A., Rhodes College; M.A., Ph.D., The University of Alabama

Louis H. Campbell (1999), Professor of Theatre; Chair of the Theatre Department
B.A., Westminster College; M.A., Brigham Young University; Ph.D., The University of Minnesota

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B.S., Wake Forest University; M.A., The University of Richmond; Ph.D., The University of Southern Mississippi

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B.S., Missouri Southern State College; M.Ed., Wichita State University; Ph.D., Florida State University

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B.S., M.L.S.; Florida State University

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B.A., Indiana University; M.Div.; Grace Theological Seminary; M.L.S., Indiana University

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B.A., The University at Buffalo; M.F.A.; Michigan State University

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B.A., The University of Minnesota; M.Div., Covenant Theological Seminary; Ph.D., The University of Liverpool, England

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Geoffrey P. Goldsmith (1993), Associate Professor of Accounting
B.A., Hillsdale College; M.B.A., Michigan State University; M.A.T.S., Wheaton College; Ph.D., Kent State University

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B.A., Belhaven College; M.A., Ph.D., Emory University

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B.A., Malone College; M.A., California State University; Th.G., Baptist Bible College; D.A., Middle Tennessee State University

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 B.B.A., North Texas State University; M.S., Ph.D., The University of Minnesota

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 B.A., Rice University; M.S., The University of Arizona

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 B.M.E., Florida State University; M.A., Columbia Biblical Seminary; M. Div., Reformed Theological Seminary;
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 B.A., Baylor University; M.Div., Temple Baptist Seminary; M.B.A., Vanderbilt University; M.S., The University of
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 B.M., MacMurray College; M.A., D.M.A., The Eastman School of Music

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 B.S., Alcorn State University; M.Ed., Ed. S., Delta State University; Ed.D., The University of Southern Mississippi

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 B.F.A., The University of South Dakota; M.F.A., Wichita State University

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 B.A., Millsaps College; M.A., The University of Mississippi

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 B.A., Lynchburg College; M.A., Virginia Polytechnic Institute and State University; Ph.D., West Virginia
 University

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 B.A., Belhaven College; M.L.I.S., The University of Alabama

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 B.S., Mississippi State University; M.Ed., Delta State University; Ph.D., The University of Mississippi

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 B.A., The University of Pennsylvania; M.Div., Westminster Theological Seminary; Ph.D., Duke University

Elizabeth Weidman (1999), Associate Professor of Computer Science
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B.A., Taylor University; M.A., Wheaton College; M.A., PsyD., Biola University

Elizabeth Bruce Williford (1988), Professor of Psychology; Chair of the Psychology and Social Sciences
Department
B.A., Belhaven College; M.A., Ph.D., Louisiana State University

Lauri Worrill-Biggs (1998), Instructor of Dance
Joffrey School; North Carolina School of the Arts; North Carolina Dance Theatre; Atlanta Ballet

Stephen Wynne (2003), Assistant Professor of Dance
American Ballet Theater Professional Scholarship Program; Modern Dance Teacher's Program; Marah Dance
Theatre

Faculty Emeriti

Ouida W. Bass , Assistant Professor of Voice
B.M., Belhaven College; M.M., Louisiana State University

Bewey Bowden, Assistant Professor of Speech and Drama
B.A., M.Ed., Mississippi College

S. Dewey Buckley, Jr., Professor of Languages
B.A., Millsaps College; M.A., Ph.D., Tulane University

Virginia Ruth Hoogenakker, Assistant Professor of Music
B.A., Belhaven College; M.M., The Chicago Musical College of Roosevelt University

James W. Park, Professor of Economics and Business; Chair of the Division of Business Administration
B.S., M.B.E., The University of Mississippi; Ph.D., the University of Alabama

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B.A., Belhaven College; M.L.S., Emory University

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B.A., Belhaven College; M.Div., Columbia Theological Seminary; M.R.E., New Orleans Baptist Theological
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